

Overseas

Claremont Teachers College
(A College of Advanced Education)

WESTERN AUSTRALIA

Applications are invited from suitably qualified persons to fill the following position which will become vacant early in 1976:

SENIOR LECTURER
EDUCATIONAL PSYCHOLOGY

The College is seeking a highly qualified person to assume responsibility, under the direction of the Principal, for the organization, administration and development of courses in the Department of Educational Psychology.

SALARY: To be negotiated at the time of appointment within the range \$18,512-\$24,112.

CONDITIONS OF SERVICE: Conditions of service are comparable with those in Universities and in Colleges of Advanced Education in Australia.

APPOINTMENT: Details of conditions of service, duties, relevant qualifications and application forms may be obtained from:

THE REGISTRAR

CLAREMONT TEACHERS COLLEGE
Goldsworthy Road, Claremont
Western Australia 6010

Appointees will be expected to commence duty as early in 1976 as possible.
Applications should reach the College by 22 December, 1975.

STUDENT ADVISER

Required by Middle East Oil Company

to supervise the technical education and welfare of 40 young employees of the company while studying in the United Kingdom.

Candidates may be men or women and should have knowledge of technical training in educational institutions up to the level of HND, and be ready to visit the Institute to assess their progress at colleges throughout England.

The appointment will be based on the London Office of the Company but the Student Adviser will be directly responsible to their Field Office in the Middle East and will be able to conduct much of the work from home. A contract of one year in the first instance is proposed with a salary between £3,000 and £4,000 negotiable in the light of experience and qualifications.

Please apply with full Curriculum Vitae in strict confidence to Mr. G. E. B. Harrison, Gabbins-Thring Services Ltd., 6, 7 & 8, Sackville Street, London, W1X 2BT.

Awards

EDUCATIONAL
DEVELOPMENT AWARDSMinistry of
Overseas Development

The Ministry of Overseas Development is offering a small number of awards, to enable investigation and research into problems of education in developing countries and to enlarge the experience of those from Britain who are employed in this field. The duration of the awards will be from six months to two years. Consideration will be given to an applicant wishing to work for a higher degree. The period of their study should be followed by employment with the Ministry or a suitable employer or elsewhere in an area of education related to the study. Applicants should preferably be senior teachers or educational specialists between the ages of 25-40 who have experience overseas and have worked in such fields as:

1. Educational planning;
 2. Administration of education at various levels including the running of schools;
 3. Teacher training;
 4. Curriculum renewal and the use of new media;
 5. Non-formal education and communication in the field of social education;
 6. Technical education including industrial training and management development.
- The closing date for receipt of applications for the academic year 1976/77 is 18 March, 1976.
- Further details will be supplied on application to Room A 520, Ministry of Overseas Development, Eland House, Stag Place, London SW1E 6DH, quoting Ref. UTE 250/317/01.



DARWIN COMMUNITY COLLEGE

VICE-
PRINCIPAL

The Community College follows a concept in post secondary education which is new to Australia. It is an autonomous council governed institution, which provides courses of any type at any level to suit the needs of the community in Darwin and the Northern Territory. The college opened in March, 1974.

Courses currently conducted range from sub-trade, basic skill and hobby courses, through trade, technical and sub-professional courses to diploma and degree standard. General programmes of study include technology, science, commerce, business administration, liberal studies, creative and applied arts, continuing education, teacher education and Australian linguistics.

The Council now invites applications for the position of Vice-Principal.

DUTIES:

The Vice-Principal will deputise for the Principal and will act as the Senior Academic Planner and Controller of Academic Services. The appointee will also be responsible for coordinating the academic activities of the various schools and departments in the college and may be required to act as Chairman of the Academic Board.

QUALIFICATIONS:

A University higher degree or its equivalent, plus extensive experience in post secondary education.

SALARY: \$21,000.

CONDITIONS:

Conditions are now under review by Council, but include superannuation, liberal recreation leave and long service leave. A study leave scheme, similar to those in Colleges of Advanced Education, is now being investigated. Reasonable movement expenses to Darwin will be paid. A copy of the proposed conditions may be obtained from the Registrar.

APPLICATIONS:

Applications should contain a curriculum vitae, the names and addresses of three professional referees and the date when available to commence duty. Applications close Monday, 5th January, 1976, and should be addressed to:

The Registrar,
Darwin Community College
P.O. Box 40146
Casuarina NT Australia 5792
Telephone 271233

Librarians

Buckinghamshire County Council Education Department
Buckinghamshire College of Higher Education
Director: D. J. Everett, B.A., F.P.T.Com.

(Readvertisement)

College Librarian

Applications are invited from GRADUATE CHARTERED LIBRARIANS with senior experience in an academic library for the post of COLLEGE LIBRARIAN in this new institution formed by the merger on September 1st last of the former High Wycombe College of Technology & Art and Newland Park College of Education. The successful applicant for this senior post will be expected to supervise the development of the library to support a wide range of new degree courses. The present library staff consists of five full-time and nine part-time staff.

The successful applicant will be expected to commence duties not later than 1st April, 1976, but earlier if possible. The appointment will be at Grade III Head of Department level salary range £21,000 to £27,000. Further details and application forms (to be returned by 15th December) may be obtained from the Assistant Director, Buckinghamshire College of Higher Education, Queen Alexandra Road, High Wycombe, Bucks. Previous applicants will be reconsidered without reapplication.

Courses

University of London
Institute of EducationDiploma in
Educational Administration

Applications are invited for the course leading to the University of London Diploma in Educational Administration beginning in October, 1976. This is a day release course extending over two academic years: attendance at the Institute will generally be on one afternoon per week in the first year and on one day each week in the second year.

The course is designed for officers of Local Education Authorities and other administrative agencies connected with the education service and for those in responsible positions in schools, colleges and other educational institutions. It will include the study of the educational system in its political, administrative and institutional settings, the assessment and use of modern management methods, and organisational analysis. Some specialisation will be possible in the fields of primary, secondary and further/higher education. Each student will be required to undertake an individual study relevant to the field of administration in which he or she is working.

Further details and application forms obtainable from the Registrar, University of London Institute of Education, Malet Street, London WC1E 7HS. Early application is advised, preferably by 15th March, 1976.

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A Small Country House
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suitable for

FIELD STUDY
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with 40 acres of
meadows and small river
1 mile south of A303

Details from —
Humbert Flint Rawlinson
& Son
6 Holleson Street,
Bath, BA1 1JH
Tel. (0722) 27274

Appointments
Wanted

WOMAN'S CLUB, meetings Mon. to Sat. 7.30-9.30 p.m. The Club is open to all women and is a place where they can meet, discuss, and share their experiences. The Club is open to all women and is a place where they can meet, discuss, and share their experiences.

Polytechnics continued

LEICESTER

SCHOOL OF TECHNOLOGY
SOCIAL SCIENCES AND LAW
LECTURER GRADUATE IN
ACCOUNTING (Post No. 214)
for professional and academic
work in the School of
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experience.
Salary: £2,370 to £3,455
per annum.
Further particulars and application
forms obtainable from:
Mr. J. G. Jones, Lecturer,
School of Technology,
Leicester, LE1 7RH.
Tel. 0533 5999.

In this week's

T.L.S.

Frank Manuel on Condorcet
I. A. Richards on George Herbert
Eric Partridge on Les Gros Mots

Dutch life and literature:

Fifteen pages of special articles and reviews by
Simon Schama, E. V. Galtier, C. R. Boxer, Stephen Koss and others

THE TIMES HIGHER EDUCATION SUPPLEMENT is published weekly, except on public holidays, and is available free of charge to subscribers of THE TIMES. It is also available to libraries and other institutions. The price of the supplement is 10p per copy. The price of the supplement is 10p per copy.

THE TIMES Higher Education SUPPLEMENT

December 5, 1975. No. 215

Price 12p

Mulley resists student target cuts

by Sue Cameron

A grim fight has begun inside the Cabinet to stop the education service taking an unfair share of the planned £3,500m cutback in public spending in 1978-79.

It is understood that the Cabinet decided on this overall figure two weeks ago and that Mr. Mulley, Secretary of State for Education, has already agreed to accept cuts of about £500m in education spending. This was on the strict understanding that his department would not be asked to take a greater share of the burden at a later date.

The recommendations for sharing the cuts which went before the Cabinet yesterday were largely the work of Mr. Joel Barnett, chief secretary to the Treasury. It is believed that he tried to squeeze far more

than £500m out of Mr. Mulley and the education service.

Mr. Barnett demanded a total freeze on the number of students in higher education next year, a per capita spending freeze on books, non-teaching staff and equipment at all levels and a complete standstill on all provision for under-fives.

Mr. Mulley had to work hard to beat Mr. Barnett down to the final agreed figure of £500m, which will allow for an increase in student numbers and a modest growth in spending on books and equipment.

However, the cuts will mean a slowing down in the growth of higher education and an end to all hopes of improving staffing ratios in the schools. Mr. Mulley reckons that cuts of this order would be fair and reasonable—given the economic crisis.

But he is worried that other big spending Government departments will try to improve their own positions by insisting that education take a much bigger share of the cuts.

And he knows that when the final decision is made he will not be arguing from a position of strength. There is little sympathy for the education service within the Cabinet.

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Britain fails to contribute on EEC policy

from Alan Cane

BRUSSELS

Mr. Mulley, Secretary of State for Education, arrives here next week to commit Britain to a programme of educational collaboration in Europe which British educationists have played only a small part in formulating.

Together with education ministers from the other eight member states he is expected to agree a resolution establishing a permanent education committee of the European Community with powers to implement a five point action programme:

- Promotion of freedom of movement.
- Improvement of schools for the children of migrant workers.
- Improvement of equal opportunities at all levels.
- Short-term exchanges of personnel.
- Improvement of documentation and statistics in the framework of the Community.

The view here is that the Department of Education and Science has failed to make any significant contribution to this programme and that it is likely to find itself having to accept a whole series of measures drawn up by other countries and by the European Commission.

A senior official told me this week: "The Belgians, Italians, Irish and Luxembourg delegations have been most useful, followed by the Germans, French and Dutch. The attitude of the British and the Danes has been: 'We do not want to play but let us listen to what you have to say.'"

A source close to the Commission said: "The UK put forward only one proposal in the course of all the preparatory work for the committee and that proposal (for measures to stimulate occasional meetings between subject teachers in higher education) was rejected."

The British attitude is that these committees are both unfair and wrong. "We have been as involved as anybody else," it was told. "We have attended the meetings and made suggestions. We have been moving carefully and putting in much thought. It is nobody's advantage to be committed to something we do not want."

It is not clear that the resolution will be passed without amendments. The British delegation has proposed that the entire programme should be subject to a five-year review. However, the Dutch are worried that such a review would give too much power to the Commission.

The form of programme is being discussed. However, it is not clear whether the review will be a five-year review or a ten-year review. It is not clear whether the review will be a five-year review or a ten-year review.

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Universities urge fair deal on foreign student fees

by Tim Albert

Student fees should go up next year in proportion to the increased costs of running universities, a working party of administrators which has been looking at tuition fees suggested this week.

The working party, set up by the Committee of Vice-Chancellors and Principals and the University Grants Committee under the chairmanship of Sir Fraser Noble, also sounded a warning over the view that students from the richer countries should be made to pay more for their education in Britain.

Final recommendations will follow this autumn report and are expected in time for the 1977-78 academic year. Nevertheless, the committee made some short-term recommendations for the coming year, among them:

- combining all university fees into one comprehensive fee;
- adjusting the fee for 1976-77 by a margin sufficient to cover the percentage change in university costs since 1975-76;
- extending the special arrangements for giving financial help to those students for whom the increase in fees will cause hardship.

The report also suggested that fees for home and ECU students should be raised from 5 per cent in 1968 to 8 per cent at the present time. This cost about £50m a year, roughly 10 per cent of the total recurrent grant of the universities.

Although the report admitted that a case could be made for raising overseas students' fees, it pointed out that Britain benefited in a number of ways when foreign students came to study. Accordingly, the working party were unable to reach firm conclusions at this stage.

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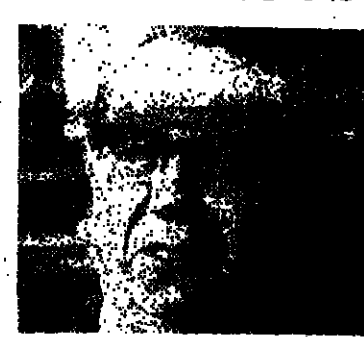
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Sir Fraser Noble.

"Once new levels of fees have been agreed and introduced, we consider that the income from them should be maintained for a long period at a constant real value."

On overseas students, the report pointed out that about 30 per cent of all postgraduates in Britain came from overseas, and that the proportion of foreign undergraduates had risen from 5 per cent in 1968 to 8 per cent at the present time. This cost about £50m a year, roughly 10 per cent of the total recurrent grant of the universities.

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Set up national council for polys—CNAA

by Brian MacArthur

A national council to advise the Government on the development of colleges and polytechnics was urged this week by the Council for National Academic Awards—as well as the Universities Council for the Education of Teachers and the Association of Polytechnic Teachers.

Since the same recommendation has already been made by the Committee of Directors of Polytechnics (CDDP, November 21), and it has been the policy of the Association of Teachers in Technical Institutions for some years, the idea of a national council is obviously running on a strong tide.

The proposal for a national council has been made to the Department of Education and Science in response to its request for comment on a paper by the Council of Local Education Authorities (CLEA) recommending the creation of nine regional advisory councils for further education (THES, November 7).

All three organizations agreed that although further education could usefully be subject to regional councils, higher education urgently needed, as the CNAA put it, "some form of national participatory planning machinery."

The CNAA added: "Councils above all, the need for advice on a national scale on such matters as the provision of a balanced distribution of courses in full-time and sandwich higher education and on the long-term development of institutions with due regard to the quality of their academic work, their role and the rationale of proposed developments for each of them."

"Advice on these matters must be assembled in a way which is acceptable to the local education authorities as providers of resources, but which is at the same time credible to the national educational system."

"This requires an open debate of the issues involved, conducted in the light of a full knowledge of the basis on which decisions are made, by individuals capable of forming an acceptable judgment. This could not obtain in a regional council system alone."

"It is council's belief that there is no recognizable strategy for the development of higher education in the public sector and that neither the existing machinery nor that now proposed would be able to produce one."

"It went on to list eight 'pressing reasons' for a national strategy, including the provision of 'widespread duplication' of courses, the prevention of (upward) academic drift and an urgent need for reliable and up-to-date statistics in the non-university sector."

The CNAA suggested that the role of a national council of up to 40 members should be to advise the Secretary of State for Education and Science as well as regional councils in the early stages of national planning.

Fuller texts of the documents submitted by the three organizations will be published in *The Times* next week.

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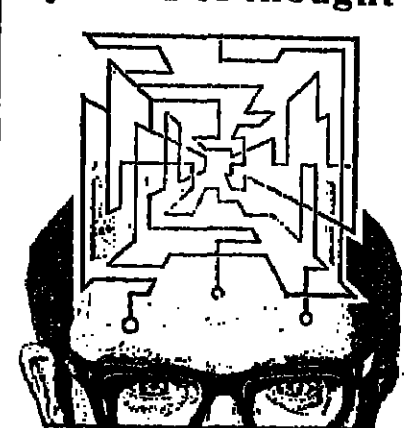
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Cambridge blend 'should favour postgraduates'

by David Walker

Cambridge University should become more predominantly postgraduate, according to a recent report from its general board. It will encourage taking on more mature and "post experience" students and extending the range of postgraduate courses by new masters' degrees.

The general board of the university was reporting on the response to its proposals for a "steady state" Cambridge announced last year.

All faculties welcomed the policy of restricting student numbers and many criticized the proposed upper limit of 14,000 full time equivalent students. In fact the board stated that the 14,000 figure was a nominal one, more for use in acquiring land than as an actual target. It did not foresee growth beyond 12,500-13,000 students "for at least a generation".

However, the board stated its intention of buying up sites in Cambridge that would be needed to accommodate 14,000 students.

The board replied to criticism by university members of its proposed 50:50 ratio of arts and science postgraduate and undergraduate students. The proposals had been generally welcomed by the science

faculties but criticised by arts and social science faculties because they thought it could mean a reduction of their staff and resources.

The board said student numbers were only one of many factors to be taken into account in determining the allocation of resources. In recent years it had given priority to the needs of arts and social sciences within the limited resources available for new developments.

"The suggested ratio of 50:50 should be taken as the direction in which university policy should be guided rather than as a target which should or could be achieved rapidly; the board will expect to review the policy periodically to take account of changes in circumstances."

"There are advantages in seeking to match student numbers to the staff and resources available and the board have had in mind the present spare teaching capacity in some science-based subjects, and the considerable overloading of some arts-based subjects."

"However they reaffirm their belief that a desirable distribution of student numbers between one faculty and another would be achieved by a means other than the introduction of quotas."

Hockney says art history courses waste of time

by Jane Feinmann

An attack on the compulsory inclusion of art history lectures in all fine art courses was made at a seminar on art education in London last week. It was one of four seminars held to provide a platform where artists, critics and teachers could discuss the problems facing art today.

Mr Brendan Taylor, the head of complementary studies at Winchester College of Art, said that art history was unnecessary and time-consuming. Since the Curriculum report was published in 1960, it was compulsory for art history to be a minimum of 15 per cent of the course.

The prevalent opinion was that art students needed to know about art history because it linked them with artists of the past and instilled them with a sense of continuity.

"This is a very vague and unsatisfactory point of view. For me, and many others, all these courses do is lead into students the values of our present culture and more specifically those of the art historians who write the books we study. But this point of view is perpetuated in the face of total complicity about the lack of an authentic response in art colleges to the culture we have now."

Mr Taylor said he had never come across a single case where

an artist had been improved by an art history course.

David Hockney, who was in the audience, said he supported Mr Taylor. He could not remember ever going to an art history lecture and said every artist had a good knowledge of art history because he naturally enjoyed looking at paintings.

The general studies course which was introduced at the Royal College of Art while he was there was supposed to cover modern art criticism. But all it showed was that the authorities were confused and wanted to find any course to cover it so they could give a certificate at the end.

Clive Ashwin, a senior lecturer at Middlesex Polytechnic, recalled that one of his best students was unable to take up a scholarship at RCA because he had not passed his history of art examination. The course was far too rigid and stereotyped and did not work.

But Mr Ashwin also attacked art colleges for turning out a minority of people who were discriminated and embittered by the experience of an art education offered them. Over a thousand people graduated in art studies every year and for some their education had encouraged them to identify with a model of an artist which they could not sustain in this society."

Most fine art students adjusted satisfactorily on graduation, but there were many, with social and artistic aspirations which could not be fulfilled.

Jack Jones wants more democracy

Mr Jack Jones, general secretary of the Transport and General Workers' Union, has called for the development of a greatly advanced form of democracy in Britain. Giving an address at Birkbeck College, London, this week Mr Jones said that democracy was a meaningless concept unless everyone involved had the maximum opportunity to affect results.

The "new civilisation" would require that all involved in the acceptance of decisions in industry be given full opportunity to take part in the determination of policy. Working people should be involved in the democratic process all the way through, he said.

Mr Jones was giving the foundation oration at Birkbeck College, which each year invites a speaker to address staff and students on a theme associated with its 100-year-old traditions of providing part-time education for working people.

£60,000 raised for refugees

More than £60,000 has been given by British university students and academics during 1974-75 for the education of refugees in Britain and abroad, according to the first edition of the World University Service (WUS) Scholarship Manual.

The manual, to be sent to every university, polytechnic and college in the country, is part of a campaign to help coordinate fund-raising for next year. It is estimated that the campaign will raise twice last year's amount.

Among methods of fund-raising outlined in the manual is increasing the price of beer sold in student union bars.

The funds will assist all students who would not otherwise have educational opportunities. WUS is currently supporting 112 more black students at the University of Rhodesia, than does the Rhodesian Government. Over 300 children are also in Britain on WUS scholarships. Further details from a World University Service, 750 High Road, London N15 4AJ.

Herts teacher training to be halved

by David Hencke

One of Hertfordshire's two colleges of education is to be closed because the number of teacher training places available in the county is to be reduced from 1,350 to 700. This will leave the county with only 525 initial teacher training places.

Hertfordshire's further education sub-committee has agreed in principle to this but has not recommended which college should close. A decision to close either Ball's Park College, Hertford, or Wall Hall College, Watford, will be made by the education committee on January 20.

Teacher training in future will be concentrated in a monotechnic college while the buildings of the college facing closure will be transferred to Hatfield Polytechnic for its use.

The authority is also proposing to merge four further education

colleges into the new institutions by linking Watford College of Technology with George Stephenson College of Further Education, and Letchworth College of Technology with Hitchin College of Further Education.

The two colleges of technology and the Letchworth college run a small number of Higher National Diploma courses and one degree course.

The Department of Education and Science has asked the Church of England Board of Education to review its proposals to close the College of All Saints, Tottenham, and reconvert it as Culham College of Education, Abingdon.

A request from the DES, which says it is "hesitating" over closing the College of All Saints, will be discussed at a meeting of the Board of Education today. There will also be renewed pressure from St Peter's College, Salisbury, to remain open.

Culham College of Education, Abingdon, which was rebranded by the Board of Education, was in the department's original list of colleges to be closed.

Dr Ernest Brent, principal of Garnet College, London, has been appointed the first director of the new South Glamorgan Institute of Higher Education which will embrace Cardiff College of Education, Cardiff College of Art, Llandaff College of Technology and the Cardiff College of Food Technology and Commerce.

Dr Brent was one of five short-listed for the post.

Mr Robert Clayton, principal of Marlow College of Education, has been appointed principal of St Martin's College of Education, Lancaster, in succession to Dr Hugh Pollard, who is retiring.

Gwent College, page 5



Student teachers from England and Wales staged a 24 hour vigil outside the offices of the Department of Education and Science on Friday to protest against the cutback in teacher training places from 114,000 to 60,000 by 1981 and deteriorating conditions in schools. They presented a wreath to department officials in memory of the colleges which are to close.

Mulley defends £465m grant

Universities in the United Kingdom were more effectively organized and more efficient in cost-benefit terms than anywhere else in the world, the House of Commons was told recently.

Answering questions in the House, Mr Mulley, Secretary for Education, said there was no doubt the universities were under great financial stress, but he wanted to pay tribute to the work they were doing.

However, in another written answer, he said in the country's present financial state the universities' grant of £465m for recurrent spending in 1975-76 was a reasonable settlement.

He gave recurrent institutional costs per full-time equivalent student, excluding student support and loan charges, for 1973-74. The figures, at 1974 survey prices, were £330 for major establishments of further education; £1,130 in the polytechnics; £560 in the colleges of education; and £1,400 in the universities, excluding Northern Ireland.

Mr Mulley also gave figures for overseas students, both full-time and sandwich, attending colleges of the Inner London Education Authority. In 1972 there were 5,752 which represented a 7.6 per cent increase over the previous year; for 1973 it was 5,689 (9.9 per cent); and the provisional total for 1974-75 was an increase of nearly 12 per cent over 1973.

In a written answer Mr Mulley divided the number of vacant places in science and technology between the two sectors of higher education. He reported that about 18,000 of 50,000 vacant places were in universities this year; the remainder were in polytechnics.

He called on the Government to appoint a Chief Scientific Adviser, as proposed by Lord Rothschild.

He complained of the manner in which funds had been transferred from the Agricultural Research Council, the Medical Research Council, and the Natural Environment Research Council to various ministries.

He concluded that much of the work done by the MRC, ARC and NERC was not well suited to the "specific contract" system, and that attempts to apply the customer-contractor relationship in a rigid way were liable to be self-defeating. However, he went on to say that government ministries should be involved in defining research council objectives.

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Royal Society looks to youth

by John Ross

The Royal Society has decided to increase the number of fellows elected annually from 32 to 40. This was revealed by Sir Alan Hodgkin, president of the Society, who retires this year after his five year term.

He will be succeeded by Lord Todd, Master of Christ's College, Cambridge.

In his final anniversary address to the Society, Sir Alan said: "I believe the Society has an important part to play in the life of the nation and it can only do this effectively if there is an adequate representation of young and active people. By young, I mean 45 or less."

Sir Alan also announced that the society's appeal, launched 18 months ago, had so far raised £835,000. He noted that the target of £1m had nearly been reached, in spite of the fact that the appeal was not for any specific purpose.

Sir Alan criticized the manner in which funds had been transferred from the Agricultural Research Council, the Medical Research Council, and the Natural Environment Research Council to various ministries.

He concluded that much of the work done by the MRC, ARC and NERC was not well suited to the "specific contract" system, and that attempts to apply the customer-contractor relationship in a rigid way were liable to be self-defeating. However, he went on to say that government ministries should be involved in defining research council objectives.

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Oxford foresees 'steady state' in housing needs

by Frances Gibb

Fewer Oxford University students will occupy housing in the city by 1981 than two years ago, according to a recent survey conducted by the university and sent to the City Architect and Planning Officer.

The number of students in 1973/74 needing city accommodation was 4,298 out of a total of 11,260 resident students. By 1976/77, it is estimated that 4,000 students will need city accommodation out of a possible total of 12,350. The proportion will be the same by 1981 when the total number of students will stay roughly the same.

Mr Geoffrey Caston, the registrar, said: "The general aim is to provide additional student housing to match any growth in numbers. The figures seem to show we shall do rather better than that even if the full student numbers projected for the end of our current five year plan are attained."

"We don't apologise for the fact that many students still have to find accommodation in the city," he added. "That is part of the common tradition of the city and the university."

Nearly 700 units of accommodation are planned between now and 1981, of which nearly 80 per cent is expected to be in colleges. Most of the new purpose-built, with only some 25 units dependent on the acquisition of new property by the university. Property has already been purchased for another 170 units which await planning approval.

The university housing budget for 1981/82 is: college housing, 7,988; other housing provided by the university, 228; other housing, 400; total of £3,356 for a total student population of about 12,000.

Graduate engineers 'lack experience'

Graduate engineers lack practical experience, according to the Council of Engineering Institutions in a report published this week.

Mr Bryan Hildrew, a vice chairman of the CEI, introducing the report, suggested that the Government might provide more money for engineering undergraduates who undertook practical vacation work.

He complained of the number of engineering graduates who were unable to express themselves competently in English. Reports prepared by newly qualified engineers, he said, frequently had to be rewritten for senior colleagues, he said.

The report showed that the proportion of professional engineers with degrees was now 53 per cent and growing steadily. About a quarter of these had a first degree or qualification. There was a marked income differential between those with higher degrees, who persisted through to retirement, and those with lower degrees, who had been badly hit by inflation, particularly in the 30-35 age group, which might affect the number and quality of entrants to the profession.

Remove control of entry from universities, NUS says

by Sue Reid

The National Union of Students has launched a bitter attack on British universities. It is calling for the establishment of a national body responsible for all higher education and an end to individual university control of admissions.

Speaking in Manchester recently Mr Charles Clarke, president of the union, claimed: "While universities maintain their concern with their own narrow definition of 'standards' and while they are still able to control university entrance requirements and, through them, secondary examination systems, the interests of all those destined not to reach university eminence will be second priority."

"In this very real sense the universities are surrendering their responsibilities to the wider educational needs of the society and their control of their admissions systems should be ended."

The union, said Mr Clarke, had argued for some years that the binary divide in higher and further education should be ended. It advocated the establishment, nationally, of a high education commission responsible for all higher education and through which all finance should come.

Decisions and power must be taken away from the senior research oriented professors and a real shift in the balance of power should take place within the institutions towards junior staff, students and non-academics.

Universities, he added, were inherently unresponsive to any change in the priorities which society was looking for in its education system and the control existing in education were both undemocratic and unsuited to fulfilling the wider needs of society as a whole.

The effect of this was to create an enormous disinclination in students with all higher education and effectively to drive many younger people from fulfilling their own educational promise.

Mr Clarke said the external pressures on universities should be strengthened, not by industry or the professions which now played a major role, but by representatives of all sections of the community, both locally and nationally.

Communities should see institutions of higher education as places which could actually assist in solving problems.

He pinpointed Oxford and Cambridge universities as playing a dominant role in the academic, economic and political life of society.

At both these institutions, said Mr Clarke, the effective ruling body was a gathering of their own academics with no outside accountability or responsibility whose prime concern was to defend the educational traditions upon which they stood, irrespective of any real contemporary approach to educational problems. It was this remoteness that he exemplified the need to bring the education system closer to society's overall needs.

The state of affairs where higher education did not relate to the great problems of the day should be stopped, said Mr Clarke.

Guidelines 8, letter 12

Spend to rate grant limit, Mulley urges

Local authorities are being urged by Mr Mulley, Secretary of State for Education, to increase their spending on education in line with the extra money which makes up the rate support grant contribution to education.

Mr Mulley said that the rate support grant would increase by about two per cent in 1976-77. He said that the rate support grant would increase by about two per cent in 1976-77. He said that the rate support grant would increase by about two per cent in 1976-77.

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A FUNNY THING HAPPENED ON THE WAY TO THE FORUM...

Brunel's double withdrawal methods incense 'Forum'

A last-minute decision by Brunel University to cancel its long-awaited conference on obscenity laws for the second time has raised a strong protest from Forum, the magazine which planned to sponsor the event.

The conference, originally announced last February because of lack of support, was due to be staged last week. But with the opening date only a fortnight away the university cancelled it for the second time in a year.

Now Forum claims that the university has deliberately prevented discussion on the obscenity laws and censorship. Mr Phillip Hodson, the magazine's editor, said this week that lack of support for the conference was only a pretext for the university's decision.

Mr Hodson said the university had agreed to attend at Brunel's part. He claimed that internal political pressures had been put on the conference organizers at Brunel because of criticism from some quarters of Forum's support for the conference.

In a strongly worded letter to one of the organizers Mr Hodson added: "Your conference failed because you could not be bothered to make it work. I suppose it is consistent with your extremely high-handed attitude that you think you can cancel this conference without any consultation with Forum whatsoever."

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In 1973, the Government stopped its support for Tracked Hovercraft Limited, who were developing the "hovertrain". A group of universities working on various transport systems applied to use the hovertrain track at Eddington and the report was commissioned to consider this request and the state of advanced ground transport research in general.

Much of the report deals with techniques of magnetic levitation and propulsion (MAGLEV). The conclusion is that much more research is needed before any planing decisions on MAGLEV systems can be made.

The action followed a students' union meeting which did not have a quorum.

Although police were called on to the campus, no arrests were made. A university spokesman said this week the whole matter, including possible disciplinary action, was being considered.

Several of the guests, who included Sir Arthur Armitage, the university's vice-chancellor, were due to attend a meeting of the university council which had to be postponed.

On the eve of the NUS' day of action, Mr Paul Robinson, principal of Bradford College, declared that students from minority ethnic groups needed special assistance.

Colleges need teachers with specialist knowledge of migrant problems."

Letter, page 12

THES Christmas competition

After the success of our Christmas competition last year, The THES is once again offering six prizes for short parodies of features that appear in the paper week by week.

Our readers this year are invited to submit 400-word parodies in the following categories:

- A book review
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- The next speech by Lord Crowsfoot-Hunt
- Three prizes of £20 and three of £10 will be awarded to the most entertaining entries. Any other contributions that are printed will be paid at our normal rates.

Entries should reach The THES by December 12, marked "Competition". Our address is: The Times Higher Education Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8Z.

DES is too secretive complaint to MPs

by David Walker

A House of Commons committee investigating the Department of Education and Science heard complaints this week of its unwillingness to let policies be publicly debated.

The education, arts and Home Office sub-committee of the Commons Expenditure Committee under the chairmanship of Miss Janet Fookes, MP, heard a succession of witnesses outlining the difficulty of obtaining information from the DES and the absence of consultation.

Professor John Valley of Brunel University said that education policy required much more subtle and complex public debate than some other aspects of government policy.

"There seems to me to be very little to be said for any degree of confidentiality in the education debate. Evidence in France, Sweden, and the United States suggests that the wider and better informed the public debate, the more likely are the decisions of government to be reasonable and sensible," he said.

He was joined by Mr Stuart MacArthur, Editor of The Times Educational Supplement, who said present policy on teacher training had been pushed through by means of "bluff, power, personality and abrasiveness" without adequate public preparation or discussion.

The Russians are not interested in the future of our colleges of education so the secret of our keep is purely political. It implies we are openly discussed affairs would be better managed.

But unnecessary confidentiality also creates the leak, the inspired disclosure of material, when confidential material is cheerfully released upon common sense or Ministerial self-interest requires.

"This, in turn, facilitates 'news management' on the one hand and the artificial importance in the scale of news values which newspapers inevitably place on any piece of information, however trivial, which has been prized from some tight-lipped ministerial list, on the other."

Academic and journalistic witnesses also suggested reforms to

prevent this secrecy. Professor Valley, for example, proposed far-reaching changes that would turn the DES into strategic planning authority and transfer many of its functions to the local authorities, or even the teachers' own organizations.

He said the DES should take a more active part in planning and reforming the curriculum of education, first, by abolishing what he called the "expensive and irrelevant" "authorities" of the Schools Council. It should be much more closely linked with other departments of government like the Department of Employment also concerned with vocational education and imparting job skills.

Mr MacArthur expressed doubts about the future of the Schools Council and suggested the DES would soon have to take a larger part in planning and running examinations in the schools.

He advocated the resurrection of the Central Advisory Council for Education and expressed faith in the ability of local authorities to act as innovators.

What the education system needs are better ways of collectively making up its mind. They are not at all the same as being told by a central government department what to do.

Mr MacArthur proposed "a kind of Chatham House for educational policy" - a body for research and thought on matters of policy and public debate. Such a body could act as a shadow DES, monitoring its decisions.

Other witnesses before the committee included Mr Brian MacArthur, editor of The Times Higher Education Supplement, who took as a case study of lack of information from the DES the recent history of the reorganization of the colleges of education.

"When the reorganization started to occur it came as a surprise and it was not until after it was under way that the DES published an excellent Report on Education setting the options open to its planners and establishing an informed public debate to occur."

"Not a single press release was issued until the reorganization was almost completed."

'Foreigners hounded out'

Overseas students were being hounded out of the country because the Home Office was giving way to cheap electoral gifts from Conservative MPs, according to Mr Peter Ashby, vice-president of the National Union of Students.

He told students at Warwick University last week that driving them away saved the pathetically small amount of money they cost the country.

Attacking students from developing countries, trying to drive a wedge between them and the British people among whom they live, is no way to solve the economic problems of this country. It is an excellent way to get a worldwide reputation for meanness."

He was speaking on the NUS' day of action for overseas students. Students throughout the country held seminars on the Government's policy.

Overseas students had to leave halfway through their courses because of small technical breaches of the regulations, Mr Ashby said.

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Polys must settle for worse staff ratios-Trent director

by David Hencke

A call for a coherent policy and positive planning to counterbalance the Government's spending cuts was made by Mr Ronald Hedley, the director, at Trent Polytechnic's degree and diploma ceremony on Saturday. He said that polytechnics could not expect to be insulated from cuts in public service spending. "We have got to take a worsening of staff ratios, a general lowering of unit costs. But it seems to me that much more is needed than tightening up on institutional resources."

"We seem to be attacking most severely the smaller eccentricities whilst indulging larger lunacies. "There has been much publicity given in recent weeks to the large numbers of weak courses with low enrolments and those that have had to close. And yet the system can accept the establishment of competitive courses not singly but in

packs, with some validating bodies seemingly ready to apply their seal of approval with cavalier generosity. "Too many new courses means a static number of students means a debilitation of all courses and some sickening fatality."

Mr Hedley praised the harmonious outcome of the merger of the polytechnic and Nottingham College of Education.

● Lanchester Polytechnic is at a crossroads in its history and will have to provide more services for less money next year, Mr Geoffrey Holroyde, the new director, said at the polytechnic's annual degree and diploma ceremony.

● Leicester Polytechnic is to ask its local authority for an extra 2.8 per cent increase in expenditure to allow for extra students who enrolled last September.

A total of 446 extra students enrolled in September and a further 200 are expected to enrol next year.

Weak courses 'may soon fall'

A warning that some weak courses in universities and polytechnics may soon have to be ruthlessly pruned was given by Dr Maurice Hutton, rector of Sunderland Polytechnic on Friday.

Speaking at the polytechnic's annual graduation ceremony, he warned that although there had been an upturn in science and engineering admissions and some slackening in demand for arts places, rationalization of courses could still be necessary.

"Some of you will have seen recent press reports about low student enrolments on some courses at universities and polytechnics. It is a pity that such articles make no reference to well-supported courses where only limitations of space prevent us from attracting even more students."

"The public might well be forgiven if they gained the impression that the universities and polytechnics provided nothing more than a wide range of courses attracting very few students."

Dr Hutton wished Lord Crowther-Hunt's manpower planning exercise success but said it was difficult to forecast student numbers. Even in particular subject areas there were surprising variations. He also warned that to expensive equipment and specialist accommodation lying idle.

He welcomed the merger of Sunderland College of Education with the polytechnic but warned that the merger did present the polytechnic with a long term problem.

● Engineering graduates from Sunderland Polytechnic have found themselves in demand from industry in spite of the unemployment problem, many receiving starting salaries of between £3,000 and £3,500. Applications to engineering courses have risen 25 per cent and enrolments by 17 per cent.

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Still no sign of relief, Carter says

by Sue Reid

Financial relief for universities depends on increasing public esteem for higher education as much as on resolving national economic problems, according to Mr Charles Carter, vice-chancellor of Lancaster University.

In his annual report, published last week, Mr Carter claims that universities are a low public expenditure priority. He adds "at present it is widely thought that public expenditure ought to be cut, and even those who think otherwise tend to put nursery and primary education, the Health Service, the personal social services and the relief of poverty through social security higher in their order of priority than universities."

Mr Carter warns that although universities have suffered financially recently, relief is still some way off. "As everyone knows universities have been kept very short of money, their staff paid substantially less than those in polytechnics, student grants kept at a level where purchasing power is more than 20 per cent lower than when the present grant system was inaugurated, and provision for recurrent expenditure and equipment announced from year to year, with no adequate compensation for the effects of inflation."

At Lancaster we have no idea of the level of support we may expect for the year which begins next August, although most of the planning decisions for that year should have been taken by now nor do we know whether beyond 1976-77 there will be any reversal of the quinquennial system of grants.

"Plainly relief is still some way off since it depends not only on the resolution of national problems but also on some advance in public esteem for higher education."

Mr Carter goes on to level criticism at the national university building programme. It had been reduced to a derisory level, probably insufficient over the country as a whole, and largely to maintain the existing stock of buildings.

At Lancaster, said Mr Carter, efforts have been concentrated on the difficult task of living within an income and protecting the security of employment of staff without sacrificing the essential values of university teaching and research.

There had been a substantial jump in the size of the university over the last year from 350 to 3,900 full-time students, said Mr Carter.



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At Lancaster we have no idea

Lecturers feel their work is undervalued

Many university teachers feel their work is undervalued, Dr G. M. Carstairs, the vice-chancellor of York University, has said.

In his annual report, published last week, Dr Carstairs criticised the apparent indifference shown by the Government to the relative decline of university salaries, and praised the way in which his staff have coped with the financial squeeze.

"Sustained activity in research and teaching throughout this difficult year shows that our academic staff, although living through what seems to many to have been a period of unfair economic discrimination, have refused to allow these difficulties to extinguish their interest or zeal."

At the beginning of the year 1974-75, York expected a deficit of over £200,000. However, as a result of £91,000 in "relief grants" from the University Grants Committee and economy measures the deficit was just under £35,000.

Dr Carstairs was particularly worried about the present budgetary situation, which he said was complicated by the virus of expansion of the UGC's quinquennial system.

Student numbers at York increased by only a small amount over the previous year, but enrolment for 1975 has shown a distinct upturn.

'Future bright for services'

Economic stringency will increase the demand for educational development services as academics and institutions seek better ways of using existing resources, it has been predicted.

Mr Derek Mortimer, of the Polytechnic of Central London, told the standing conference on Educational Development Services in Polytechnics, staged in Leeds recently, that he expected some institutions to increase the number of staff involved in providing these services even at a time of financial crisis.

Mr Richard Rothergill, head of the educational technology service at Newcastle Polytechnic, considered the future of staff involved in the mergers between colleges of education and polytechnics.

Other ways of assisting teaching and learning were discussed in workshop sessions at the conference. One major activity of SCEDSP is the development and evaluation of teaching materials.

The delegates discussed ways in which polytechnic staff might discover the materials that had been produced and used effectively in training. The possible establishment of an inter-polytechnic system of using learning resources was also discussed.

BUPA scheme to cover students

A scheme to finance students who choose private medical treatment has been launched by the British United Provident Association. For £15 a year a student can be covered at home or abroad for private charges of up to £224 a week, home and college, nursing charges of up to £84 a week and fees of up to £150 for each major operation.

The new scheme allows for automatic adjustment of the payed benefit if the present average charge rises above £224 a week and if a student is treated free under the National Health Service. In an emergency case, for example, BUPA's private convenience or other third-party expenses. Students who decide to join the scheme will get a lifetime rebate of 10 per cent on their BUPA subscriptions.

Russell campaigners call for adult development council

by Francis Gibb

Representatives of some 30 adult education organizations this week called for the Government to set up a National Development Council for Adult Education, as outlined in the Russell Report.

At a conference held in London, the third organized by the Russell Report Campaign Committee, 50 representatives passed a motion declaring that positive action from the Government indicating its support and concern was long overdue, and asking it to meet a group in the near future to discuss setting up the council.

Mr H. D. Hughes, chairman of the Workers' Educational Association, hinted strongly that such a meeting was just round the corner. "I have been authorized to say to this meeting, on behalf of the minister and Lord Crowther-Hunt, that they are prepared in principle to receive a small group of individuals drawn from the whole of the adult education movement in the very near future," he said.

Such a group had already been formed, he said. It included representatives of the Association of Teachers in Technical Institutions, the Open University, the Workers' Educational Association, the National Institute of Adult Education and the Association for Adult Education.

Mr Hughes based his optimism on three recent events: the Government's £1m grant for adult literacy; the transfer of adult students from the discretionary to the mandatory system of grants; and the recommendation of the Department of Education and Science to give an extra £250,000 to the WEA.

"What the DES is quietly doing is to be implementing the Russell Report, although this move is very satisfactory," he said.

Some scepticism on the last sentence of the National Development Council was expressed by representatives, however. Mr Bill Bostock, education officer of the ATL, said: "I want a specific commitment to be made nationally and publicly, not just a statement of intent."

Disagreements emerged in a general discussion on the possible aims and composition of the council, or staffing needs, extra resources, appropriate new research, educational priorities and the local development council.

The main issue was what such a council should do. Generally the conference felt it needed to be realistic in its requests and there was some agreement on Mr Hughes's definition of the function: "I suggest a National Development Council which does not have large resources but which would be a powerful body in law, statutory, to launch the necessary research projects."

It might establish guidelines on how present and future research should be co-ordinated and encourage cooperation between agencies. These aims had been listed at a recent conference of adult education bodies.

It was agreed that the open university should be included on the council.

Acton to action

At Brunel we are living evidence of how quickly good ideas come under challenge. The new universities were going to enhance their neighbourhoods and create new communities. So Brunel left its dingy buildings in Acton (where our council occupied a dilapidated cinema) and built up in the market gardens and gypsy encampments of Uxbridge.

In Acton it was possible to get a haircut or Chinese meal without a long queue-subsidizing drive; and there was a congenial urban tightness that was pretty rare in the reality that most people face every day. Now we have a "hard" campus.

Over the last two years I have lived overnight on perhaps five or six campuses but only this autumn did a seminar on social policy cause me to live in one of our own student residences. The accommodation was of our students from Hong Kong pointed out, is luxurious by international student standards.

Yet how are we supposed to grow these communities? Collegiate life seems to mean compulsory eating together. But just try to enforce collectivism and see what instant siting that would produce.

Yet good things happen. The school is at home in a university grown almost unavocably tolerant of the most anarchic behaviour. Our post-graduate students are mainly here one day a week and still establish a commitment to both the work and the department. We may feel overworked and inadequate but they encourage and encourage us.

Some of the undergraduates produce fine work from their place. One student has analysed how badly the original transit administration fit the moving purposes of current social intervention. The Civil Service can be, at its best, as imaginative and productive of new ideas as many of the better academics.

The DES's first showing before the expenditure committee's sub-committee was lucid, elegant and

DES gives college £54,000 to study student choice

Bulmershe College of Higher Education has been awarded a £54,000 research grant by the Department of Education and Science to study higher education. The college is planning to appoint a research team to carry out the study. Research facilities will be provided at Bulmershe but the study will also undertake research at other colleges of higher education in the region.

Bulmershe and Edge Hill will be involved in the study. The study will be carried out by a research team led by Mr Clem Adelman, senior research associate in Education Applied Research in East Anglia. The University of East Anglia has been appointed senior research fellow for the Bulmershe study.

Newcastle appoints academic registrar

Newcastle University has appointed Mr Roy Butler, academic registrar, to the post of academic registrar. Mr Butler, who is currently at Liverpool, will be in charge of the university's academic affairs. He will be responsible for the university's academic standards and for the academic staff's welfare.

He succeeded Mr B. M. Macdonald, who is retiring at the end of 1976, after 10 years as registrar at Newcastle.

Don's diary

Slipped fantasy

Over a generation ago now, W. H. Auden typified dons as those who "think, since in slippers on the lawn of College Quad or Cathedral Close" and warned that "the game is up for you and for the world's teachers who have to explain to themselves, like Warren Hastings come to impeachment. Who are now the democrats?"

The donnish life is not quite like that. It attracts as may fantasies as there are fantasies because we have a many different lives. Some have found good bolt holes. Others are never far from the firing line.

Most of us do not have laws to pace, time to think, and do not reckon that the game is up either. Promotions of the apocalypse are perhaps a function of the liver and of the weather rather than of the curpus field of force created by teachers, students, research councils, publishers and all the rest.

Late November is just an awful time when the optimism and simplicity of the golden summer, when we could read and understand what we wanted, gives way to the painful realization that good work is a lonely occupation and that the teacher-researcher-administrator-committee man is a vulnerable creature in a world that criticizes and questions rather than affirms.

Where is it all supposed to come from? But it is teaching that is central to the role and this has changed so much since the tutelage of a bridge in the 1950s whose benign condescension was revised for me in a fleeting visit last week.

The SSRC has inescapably long meetings (if justice is to be scrupulously done) and wads of paper to work through. And now it is only my own fault that I accepted work with the sub-committee of the expenditure committee looking into the working of my own former home and haven, the Department of Education and Science. So far that is mainly voyeurism and a friends and colleagues writing weekly columns (when do they get the time?) about my "intentions" as a brand new and occasional adviser.

So much of it is what we want to do. But public vulnerability marks the life and particularly teaching. One splendid student, blind from birth, used to take notes which produced instant feedback on jokes, concepts and objectives. Public writing is also subjected to judgment but far less predictably for the misdirection of academic writing and serious journalism has had odd effects on the books review system. Time for a nasty little book by somebody who now forms judgments of scholarship. In my own field of educational policy, reviewing is likely to be done by journalists who have done it better themselves.

Name dropping

This leads me to reflect on the contrast with work in the Civil Service which I left nearly nine years ago. Much of the work is similar. We are all codifiers. Chaotic material has to be ordered. Both academics and administrators have to bring their findings to different client groups. And the Civil Service can be, at its best, as imaginative and productive of new ideas as many of the better academics.

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Where is it all supposed to come from? But it is teaching that is central to the role and this has changed so much since the tutelage of a bridge in the 1950s whose benign condescension was revised for me in a fleeting visit last week.

The SSRC has inescapably long meetings (if justice is to be scrupulously done) and wads of paper to work through. And now it is only my own fault that I accepted work with the sub-committee of the expenditure committee looking into the working of my own former home and haven, the Department of Education and Science. So far that is mainly voyeurism and a friends and colleagues writing weekly columns (when do they get the time?) about my "intentions" as a brand new and occasional adviser.

So much of it is what we want to do. But public vulnerability marks the life and particularly teaching. One splendid student, blind from birth, used to take notes which produced instant feedback on jokes, concepts and objectives. Public writing is also subjected to judgment but far less predictably for the misdirection of academic writing and serious journalism has had odd effects on the books review system. Time for a nasty little book by somebody who now forms judgments of scholarship. In my own field of educational policy, reviewing is likely to be done by journalists who have done it better themselves.

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This leads me to reflect on the contrast with work in the Civil Service which I left nearly nine years ago. Much of the work is similar. We are all codifiers. Chaotic material has to be ordered. Both academics and administrators have to bring their findings to different client groups. And the Civil Service can be, at its best, as imaginative and productive of new ideas as many of the better academics.

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Halt to reading

Life during term is hectic because teaching, administration and all the outside commitments start up at once. Only personal reading and writing stop. Teaching has been in a state of flux since the term, in a period of eight months of substantial leave next year; and I counted seven university meetings in recent fortnight, some made exhausting by harsh squabbles about constitutional arrangements.

Only Easter and summer vacations remain for individual work, and an awful lot of it is spent in a business if one is an applied social scientist. We are expected to perform publicly perhaps six or seven times a year by giving long papers at conferences and so on.

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confident. I had forgotten how good civil servants could be at it. And they are less protected than many think, as Tony Crosland once pointed out.

The Civil Service has some horrible Siberias to which it sends people, although C. P. Snow had it a bit wonky when he sympathized with Hector Rose whose unhappiness was that of being a mere permanent secretary and not head of the Treasury.

All the same, civil servants are the more protected. Their drafts are voted by others. They have a strong infrastructure which reduces both obvious error and intellectual loneliness.

Senior academics have to initiate, carry through and finish most things for themselves. And I can't see why not. There are so many note takers at civil service meetings, or for that matter, at the research councils which now seem to have provided for their excellent staffs all the benefits of both the civil service, in terms of salaries and staffing structure, and of academic work and avoidance of hierarchical control.

And salaries? Civil servants have their own firing lines. Ministers are quite similar to students for they both want instant results and instant gratification. Neither has more than three or four years in which to make a mark.

Both are therefore sure that the permanent set and so are fixing it all behind their backs. Both have the right to prophesy without working out, as it were, the by laws. Both ought to challenge the fixed assumptions and should not revere established ideas.

They have legitimacy that can be created *ad hoc* for the thing they are working on to which don't civil servants cannot appeal. It is difficult to be a fly wheel within the machinery of change.

Every now and then someone has to go to me about salaries because I was the Houghton Committee. But without Houghton there might have been no change in university salary structures at all. And my quarrel with the DES is not so much that we are badly underpaid (which is debatable) but that their arguments for not bringing us back into parity with polytechnics are so noble and argued with more sophistry than morality.

The subject was quickly dropped, was never more than a brief conversation, and I was left to illustrate the passion for polishing images which afflicts people everywhere, and particularly in education. There are few people today, certainly no corporate groups, who do not have an unconscious, powerful desire to be "understood," a code word meaning "taken at one's own valuation."

No group of people is too unpromising to be incorporated as a minority and to issue pleas to be given things. The things they demand are specified in the morally elevated language of rights. The rhetoric of rights is transformed by image politics from a demand for opportunities to a demand for instant delivery of goods.

The custodians of the images of minorities have in a piecemeal way been advancing a plan of salvation: it is that the good things of life, including jobs in higher education, should be distributed on a basis of proportional representation. This can only mean a purge of many types of people; now preponderant amongst academics - including Jews.

In particular, it will be fatal for the Last Minority, which consists of those who belong to no minority at all, and who, lacking officious spokesmen to care for their image, are endlessly and brutally traduced in the ideological literature of our times. This literature often refers to them as "the bourgeoisie". They are not coloured, Jewish, homeless, orphaned, or eccentric religious beliefs, indigent, or educationally unprivileged.

What no one realizes about the desperate situation of the Last Minority is that they cannot deal with disapproval. If anyone dislikes a member of this group, it cannot be dismissed as the result of irrational and reactionary prejudice; it must be pagonal.

This is very destructive to the ego-functioning of your average intelligent male chauvinist WARP-even, indeed, to your average intelligent female chauvinist hornet.

Perhaps someone has a career ahead at the officious minority of all. But who in his senses would want the job?

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Where is it all

Peter Wilby gives a guided tour around NUS political groups

Beards, Buddhists and broad left

At the National Union of Students conference, which starts in Scarborough today, the capacity to distinguish fine political differences between the various groups will be vital to delegates and observers. The following guide to studentology should help those who read about the conference, and those who attend it, to avoid error and what the NUS politician calls "an incorrect analysis".

Broad Left

Alliance of Communists, left-wing Labour students, and non-aligned. Heir of Radical Students' Alliance, Left Caucus and Broad Left Caucus. (Broad added to title when it became narrower through loss of Trotskyists and Liberals.) No formal membership, but private bulletin is mailed to those who pay 50p a month into its bank account.

Strongest group in NUS, 13 out of 17 places on executive, including president, Charles Clarke. Very strong in Scotland and London. Well-organised organization that is loathed as well as respected. Has severe-looking men walking around at conference with clipboards and using complex calculations of voting strength. With some exceptions, leaders talk like cement mixers, particularly churning words like "unity", "strength" and "perspective".

Rejects ideas of students as revolutionary vanguard. Says that NUS should be mass organization to which left, centre and right students can belong. Hopes this conference will support "a policy position of seeking support from official trade union movement to fight Government education cuts. This should come before student militancy which, on its own, might be adventurous."

Says that International Socialists are crumbling.

Communist Party of Great Britain

Sixty student branches and 800 student members. Part of Broad Left, but keeps low profile lest people think it is run by Moscow gold. Sue Slipman, NUS secretary, is a member. Has several other people in prominent positions in past six years. Usually men with big beards.

Says students are not part of productive process. But will take up "intermediate" positions in society and can form important part of anti-monopoly alliance. Should take up progressive positions on all issues but most important to fight on issues that affect them directly as students.

The college started its first diploma of higher education course in September. Validated by the University of Wales it attracted 63 students, the majority with two A levels. The new course has been based on the work in the teacher training field with particular contributions in art and design from the college and in mathematics and science from the technology college. The course, because of outside restraints imposed by the DES, has had to recruit entirely from students wishing to enter teacher training. At present no transfer for students taking the Dip HE to other degree courses validated by the University of Wales have been arranged. Nor is there much possibility for students recruited in September to transfer to degree courses other than the DES within the institution.

Students recruited in 1976 should be offered a broad-based diploma course and if the new degrees are available in 1977, they should have opportunities to transfer to the new courses.

Many of the new ideas for courses in applied social behaviour and developments involving fine art, film and technology should offer a sound basis for the future.

But the real question facing Gwent, and a number of other colleges of higher education, is whether the plans for new imaginative developments will have sufficient resources, and even if those are available, whether national ideas for limiting course provision will prevent these developments taking place.

David Hencke

Usually delivers solid and disciplined (that means they do what they're told) bloc of 60-odd votes at NUS conferences.

Says that NUS should be affiliated to TUC and Labour Party and that there should be a mandatory student wage of £35 a week. Has revolutionary socialist programme involving lots of nationalisation and common ownership that it says Labour Party should adopt. But these are really Trotskyist "transitional" demands on road to total revolution. Working through the Labour Party in this way is called "entrism" if you think it's all right, "subversion" if you think it's not.

Students for Representative Policies Five hundred activists. Claims some base in 40 or 50 student unions. Leading light behind secret ballot moves. Heir of Radical Action Group. Denies that it is a Tory front.

"On the national coordinating committee there are twice as many liberals and social democrats as conservatives," says Paul Booth, the president. "We go as far left as the Tribune Group."

Started because of "outrageous" NUS conference decisions banning fascists and racists from student union, leading to condemn IRA in motion on Ulster.

Says NUS should concentrate more on student than on international issues. Says sides are last resort, not ends in themselves.

Strong in UC, Cardiff, where Booth is president, and in Birmingham University. But better known in Daily Express offices than in most student unions.

Communist Party of Britain (Marxist-Leninist)

Largest Marxist party in Britain—student membership below 100. Says students are members of working class. Advocates local guerrilla struggle as prelude to national armed class war. Strong in Bristol University and Central London Polytechnic.

National Organization of International Socialist Societies

Leading Trotskyist group among students, and numerically strongest opposition in NUS to Broad Left. 2,500 members including some who are not in IS itself.

Traditionally anarchic and unfussy about doctrinal precision. Therefore, naturally feckless. Workers' Fight and Revolutionary Communist Group are among those who have broken away. Now said to be getting more centralized.

Former member, Hugh Lanning, elected as NUS Treasurer last Easter. NOISS would not support him because it was "careerism to stand for bureaucratic post but more important to your politics than to win elections."

Wants to cooperate with other left groups at this conference to defeat right-wing call for mass secret ballot for NUS executive. Simon Turner, convenor, says students must use power to take "forms of direct action". Each action must be accompanied by "political explanation".

Strong, as all the world knows, at North London Polytechnic. One member of NUS executive. Says Broad Left is crumbling.

International Marxist Group

British section of Trotsky's Fourth International. Doctrinally purer and more consistent than IS. Says Soviet Union is degenerated workers' state. (IS says it is state capitalist after Stalinist counter-revolution and needs social and economic as well as political revolution.) More sympathetic to Labour Party than IS. Says NUS should affiliate. You might call this neo-entrism. If you want to be ahead of the jargon.

Says student grants and education expenditure should be tied to cost-of-living index. This is better way of getting workers' support than demanding absolute rises.

About 300 student members. Strong in Birmingham Polytechnic.

Manchester, Kent and Oxford Universities. One member of NUS executive, distractingly beautiful Val Coulas. She criticised executive for not issuing press statements opposing wage restraint and walked out of Chile seminar because some were there who shouldn't have been.

Young Socialist Students' Society

Student section of Trotskyist Revolutionary Party, which used to be Socialist Labour League but is not to be confused with Workers' Socialist League, comprising people who were expelled from WRP a year ago.

Believes in building pure revolutionary party (only student role to be part of it) and refuse to operate with other groups, even Trotskyist groups. Insignificant student strength. WRP daily paper, Workers' Press, sold with single-minded, humourless devotion by girls in overcoats.



Give it another three weeks, and...

Star turn used to be man called Frangle who told NUS conference that, after the war, troops would come over here and "smash you lot". Complained that Beatles only laughed. Became religious monk.

Always says "relect Labour Government". Does not waste time of office because still has to be read on basis of socialist programme.

Union of Liberal Students

2,000 student members. Call themselves "libertarian student union". Rhetoric, therefore, sometimes distinguishable from devolve every thing down to the kitchen sink. Involved with SRP, then Trotskyists. One member of NUS executive: pipe-smoking Haydon of Bristol University.

Federation of Conservative Students

10,000 members, well organized and wealthy. Grant from Conservative Party, but size not disclosed. Revived in past two years, taking more interest in NUS and seen as real threat by all groups as closely associated with SRP and calls for secret ballot.

Mark Haggood, full-time chairman, does not think that students are "connected" role in society. But, says Haggood, "the quality of the country's leadership in the past has been poor. The Civil Service and the higher education is achieving a high standard of achievement."

Monday Club Universities Group

Works within FCS, but official Tories are too feeble to demand disruptive activity. Says, disclose membership. Says, Oxford, Sussex and Warwick are to have a few delegates to come to a meeting with other universities. Usually men with single-minded, humourless devotion by girls in overcoats.

Says students are individuals, not a mass. In higher education, says NUS shouldn't exist, except as a basis of voluntary membership.

University catering should go on diet

by a university correspondent

All principals and vice-chancellors are concerned about the deficits they are likely to incur in the academic year just started. The increase in fees brings them no benefit as their government grants for day to day expenses are reduced by the amount which the higher fees bring in.

For most universities one of the headaches will be the continuing cumulative losses on catering accounts. Apart from certain specially situated universities, like Keele or Stirling, which attract substantial conference business during vacations, the income from which helps to sustain the catering account during the otherwise unproductive periods, universities find it difficult to avoid a loss on reformatory business.

It must be strongly emphasized that, in general, reformatory operates at peak performance for some 30 weeks in the year during the three academic terms of 10 weeks each.

Even if reformatory employ, as they do, a high percentage of part-time staff during 30 weeks, and disperse with their services during vacations, there is always a nucleus of a few permanent staff whose salaries and wages have to be paid during the unproductive, loss-making vacations.

This then is the problem—how to make a catering concern financially viable over 52 weeks when it is operating at peak capacity for only 30 weeks while its intended clientele are "up" at the university.

A fundamental reappraisal of the financing of university catering seems long overdue. The Treasury, the Department of Education and the University Grants Committee all resolutely refuse to accept the very special factors which affect university catering finances.

No doubt a student with a maximum grant or a student with less than a full grant which is made up by parents to a grant which is able to pay an economic price for his food during term. Out-of-term he can obtain, as most do, supplementary benefit, if he is not employed. But the student, rightly or wrongly, is entitled to paying prices inflated to cover the cost of staff employed in vacations when he is not using the facilities of the canteen.

There would seem, therefore, to be a case for dividing catering into two periods—in term, and in vacation. Prices should be worked separately for both periods, and as vacation catering is purely a service for staff and students and not a special charge could be levied, in the expectation of the vacation account breaking even. If it showed a deficit the university might decide to increase its vacation catering to meet the deficit from general funds.

It is a long time, too, since—as a witness at another SSRC-sponsored meeting reported—Sir Keith Joseph, then the Secretary for Health and Social Security, sat "getting more and more livid as academics tore into his concept of 'transmitted deprivation' and proclaimed the dangers of government interference". In fact the SSRC did go on to place some research contracts in this area, but left many civil servants intensely frustrated at social scientists' conceptual bickering.

It would not do to over-emphasize the dashed of the hopes that government had in the mid 1960s about what social science could "deliver". A point made by Sir William Armstrong, then Head of the Civil Service, at another SSRC conference in 1969 is still true. He said that "efficient communication" on the content of research would greatly increase the cost effectiveness of the total effort made by both the government and the SSRC. The SSRC's tagline of "academic liaison officers" in various government departments serves this end and is a problem Mr Robinson and his staff will have to face.

The SSRC's permanent staff and their part in the controversies that have rocked the council during the past year are another important piece of the puzzle whether the SSRC might be more effective than it is.

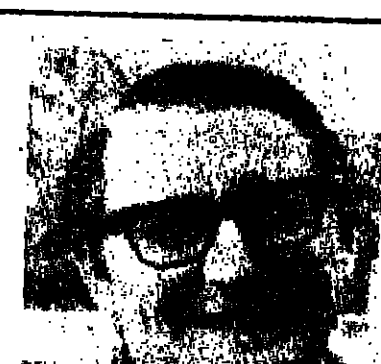
The significant events during the past year have been the departure of the SSRC's secretary in February, the public dispute between the University of Aberdeen and the SSRC; and more recently the closure of the Survey Research Unit.

During the summer the morale of the permanent staff reached what one of them, described as "an all time low". Only recently, under the new regime of Mr Robinson and Dr Cyril Smith, the new secretary, has it picked up.

G. R. Cowie



SSRC Chairmen since 1965. From left: Dr Michael Young (1965-68), Mr Andrew Shonfield (1968-71), Professor Robin Matthews (1971-75), Mr Derek Robinson (1975-).



SSRC: doubts and uncertainties 10 years on

David Walker surveys the Social Science Research Council a decade after its creation

The resignation of Mr Michael James, the former secretary, pinpoints an administrative problem that has dogged the council during its life: the relationship between part-time chairman and full-time secretary.

What can be said with certainty is that Professor Matthews, whom no one would deny was a very able chairman though no great respecter of persons, had very little "case lore" to go on. His predecessors, Dr Young and Mr Andrew Shonfield, were very much their own men and the chairman's role is still undefined, rather than the chagrin of some of the staff and council members.

What emerged from the Aberdeen story, however, were charges that the SSRC permanent staff were too much London based, in-bred and ignorant of conditions elsewhere. The charge is difficult to evaluate since, alternatively there is talk of an "Oxford mafia" among the senior staff. One council member, by contrast, complained that the staff were not in the office through the country.

Undoubtedly some SSRC staff "have pretensions". Council members complain of the great reticence of staff who attend meetings. Outside, this judgment fuels the suspicion among academics that SSRC staff—on Civil Service rates—are paid too much and are busybodies with no obvious qualifications as well. A committee secretary—who would service, say, the psychology committee and linguistic panel—would be paid on a scale from £4,595 to £6,188 a year for a 36 hour week. University senior lecturers start at about £5,840 a year.

There is a wider question. The SSRC spends a higher proportion of its budget on administration than any other research council. The Annual report for 1969-1970 took this question up, admitting that the SSRC does have a larger "input" of man hours of work and weight of written documents for each £100 of research grants.

However, it reported that the SSRC had a higher rate of rejection of applications for grants than other councils.

Dr Michael Young's conception of the SSRC in the early days as some kind of free-wheeling, small, flexible organization has certainly disappeared. Now has a budget of £7m and staff of 155 at headquarters.

The SSRC is very much an instrument of academic self-government. Academics run the subject committees and council with only a small proportion of members coming from government and industry.

Even if it has copied some models of research management from other research councils, notably the Medical Research Council which, according to one staff member provincial, set up, it has also been an experimental body. Between the activists and the passivists in the council, there is a middle position. Those in the middle feel that the council's initiatives, though innovative, should be only ad hoc "counterweights" at various points in the dual support system.

The university ethos of individualistic research, or research as a residual after teaching, of narrow subject specialization, needed to be modified by the SSRC's stress on team research involving more than one discipline that was properly funded.

During Mr Andrew Shonfield's chairmanship this case against the universities was gently put. One annual report stated: "The intellectual requirements of effective multi-disciplinary research are not always readily met by the existing departmental structures of universities. In theory a university is precisely the place where cooperation between the practitioners of different disciplines should be achieved."

There is no doubt that specialists in various branches of the social sciences do benefit from the continuous communication of ideas that takes place in common rooms and other university contexts.

However, it may be regarded as one of the specific purposes of a research council concerned with the whole range of the social sciences to invent institutional means of resisting the powerful tendency towards the excessive compartmentalization of the individual disciplines.

The history of SSRC initiatives crystallizes round its research units set up to do fundamental work in areas the universities had not adequately provided for: ethnic relations at Bristol, industrial relations at Warwick, social studies at Oxford, the group for the history of population and social structure at Cambridge and the ill-starred Survey Research Unit.

Questions about their work abound. Should their directors have been full-time from the start? Why did their associated universities not cooperate in allowing them to take postgraduate students; how far can the units operate without a well-founded "research career" within British higher education?

Much criticism is levelled at the units when it is certain that as an experiment they were necessary: there are no *a priori* reasons why they should not work in the social sciences if they have in mind research on the natural sciences. The difficulty has been recording, as the Medical Research Council is said to have done, that a unit perhaps needs an outstanding director, or original figure round which to build.

Some commentators argue that the SSRC is best assessed for the way it has educated researchers rather than for the specific work it has funded which, in the last analysis, came from university based academics themselves who until recently would play the market of research funding bodies. It is worth noting that the procedures of evaluating projects are probably less stringent in sources like the Nuffield Foundation and Leverhulme Trust.

What this adds up to is the fact that despite the activists' hopes, the SSRC has never finally reached a grand scheme of research. Unlike the French with their national plan, the British approach to social research has been piecemeal. The basic element in the SSRC work, apart from the disbursement of postgraduate awards on a quota basis to departments, is its handling of applications for research grants. One council member said candidly that in spite of the financial cutbacks it was still true, as it has been throughout the SSRC's history, that there was spare money. The committee sometimes had to "drum up" applicants.

The system attracts means rather than sustained criticism, although charges that the subject committees are cliques abound in areas like management and industrial relations. Basically the SSRC system is the one that underpins much university work and one that was lauded recently by Mr Richardson as a "peer group review". Just as academic peers judge articles for inclusion in learned journals or judge their fellows on appointments, so grant applications are scanned by members of the subject committees and a complicated retinue of referees.

But while the application process can be organized, fairly well in most eyes, in committees the research process escapes this detailed scrutiny. One of Mr Robinson's major problems is to try to tighten up the SSRC's review of what happens after money is awarded. Pressure is beginning to be put on the many academics who do not publish results of theoretical work arising from SSRC-funded research.

As was made clear by Professor Matthews at the time of the debate on the Rothschild proposals for research, the SSRC sees itself as devoted to "strategic" work. Civil servants complain that its work is too often neither quickly enough produced to be of use in policy nor sufficiently "fundamental" to provide general guidelines for government.

The tension between government and the university devoted to knowledge is chronic and the SSRC has gum uneasily between the two. Nevertheless the Annual Report of 1970-71 contained a clear statement of just what the SSRC can offer, albeit small.

Most social science research tends to produce useful ideas which an increasingly firm factual base rather than definitive answers to major policy questions.

No set of firm generalizations will emerge from this research which the policy maker will be able to apply. He will still need plenty of judgment. But he will have a much stronger base of factual material to judge by. The ultimate payoff from this type of work is that no one's intuitive powers will have to be stretched to excessive lengths.

Whether this "minimalist" assessment of what the SSRC and social research offers will satisfy the Government, who probably feel they have social imagination enough to judge one of the problems Mr Robinson will be trying to answer as he begins his "reappraisal" of the SSRC's work.

His predecessor warned that the need for "useful" work and an active, directive policy for the SSRC should not be confused for in that direction lay a serious assault on academic integrity.

Three-in-one Gwent still searches for merger unity

Gwent College of Higher Education, Newport, established last September by merging three colleges, is an institution with great academic potential which still has to be welded into one entity.

It was created from three former colleges: Caerleon College of Education, Newport College of Art and Design and Newport College of Technology.

At present however, only the top layer of administrators have any sound concept of how the college should develop. For many of the staff and students, the title may have changed, but the reality is still three colleges on separate sites.

Mr John Wright, vice-principal and former principal of the college of art, is candid about the difficulties. He admits that the merger was pushed by both the local authority and the Department of Education and Science.

The result was that staff could not think through the implications of it so an institution was created without even a properly constituted academic board and without final articles and instruments of government.

Mr Mel Harris, the new principal, of one of the few college of education principals to become head of a diversified college.

It is a measure of his success that the staff of the former college of technology, who were initially sceptical of his ability to understand their problems, now respect his judgment. But Mr Harris faces a very difficult task if he is to succeed in welding Gwent into a united institution.

He admits he has neither the temperament nor the ideology of an Eric Robinson. He is not in favour of "rock and branch" section of his institution, and prefers to tread warily. The education authority has insisted on no redundancies for academic staff and its carried out extensive regrading of existing posts.

The result is that many of the people employed at the college are in higher salaries but are not necessarily more efficiently used. The reorganization also makes it difficult for the college to appoint new people.

The college has inherited three traditions: the history of education, which tradition is looked to the University of Wales; from the college of art which had a strong independent identity and from the college of technology with a history of craft courses and a more recently developed tradition of courses in accountancy and business management.

The college of education has always been considered a competent institution. It has not been a pioneer of academic change, like Bournemouth and Telesbury, but it has a reputation for producing well-qualified teachers, with an emphasis on professional training which is now reflected in its new courses.

The college of art has a national reputation. It has Council for

National Academic Awards approval for two honours degrees in fine art and graphic design; an international reputation for its small school of documentary and animated film and competent standards in fashion and textiles.

The college of technology has always offered a wide range of courses from GCE A levels to Higher National Diplomas, although its A levels are expected to be transferred away from the college, now it has become a higher education institution.

The college also has a new school of trade union studies, one of only two in Wales, which shop stewards can enter as mature students and study trade union organization.

Mr Harris's solution has been to build on the academic potential of the three colleges by introducing new courses involving the staff in each.

The academic plan at Gwent is to link the work of the three colleges by developing four new courses, the Diploma of Higher Education, and degrees in applied social behaviour, design and West European studies. The aim is to submit most of the proposals to the University of Wales for validation, with a view to getting Regional Advisory Council approval to start in September, 1977.

The college started its first diploma of higher education course in September. Validated by the University of Wales it attracted 63 students, the majority with two A levels. The new course has been based on the work in the teacher training field with particular contributions in art and design from the college and in mathematics and science from the technology college. The course, because of outside restraints imposed by the DES, has had to recruit entirely from students wishing to enter teacher training. At present no transfer for students taking the Dip HE to other degree courses validated by the University of Wales have been arranged. Nor is there much possibility for students recruited in September to transfer to degree courses other than the DES within the institution.

Students recruited in 1976 should be offered a broad-based diploma course and if the new degrees are available in 1977, they should have opportunities to transfer to the new courses.

Many of the new ideas for courses in applied social behaviour and developments involving fine art, film and technology should offer a sound basis for the future.

But the real question facing Gwent, and a number of other colleges of higher education, is whether the plans for new imaginative developments will have sufficient resources, and even if those are available, whether national ideas for limiting course provision will prevent these developments taking place.



Alien thoughts disturb British philosophy

The Oxford tradition in British philosophy has declined in importance, particularly in the newer institutions, since its heyday immediately after the Second World War. Frances Hill examines the state of philosophy in Britain now and the contribution of three main influences that have changed approaches in universities, polytechnics and colleges.

Julike any other academic discipline philosophy is not based on a body of factual knowledge. Its study consists in the examination of fundamental conceptual questions about the nature of reality, existence, language, knowledge and moral judgments—most of which have been under discussion for 2,000 years.

The task of a philosophy department is to present and elucidate the efforts made in the past and being made now to answer these fundamental questions and, it is hoped, to teach students to think "philosophically" or themselves.

The task has become rather more complex in recent years than it was in the 1950s or even the 1960s, since there is no longer the same degree of consensus in British universities about the most appropriate and worthwhile kinds of philosophical "answers", or attempts at "answers", to be explored.

Immediately after the war British philosophy was dominated by certain pre-eminent figures—Austin, Strawson, Hare—whose work seemed to point the way to the solution of all philosophical puzzles by the clarification of relevant concepts through the rigorous analysis of word meanings.

Since 1950, and to a much greater extent since the mid-1960s, the analytic linguistic approach has lost ground and a variety of alternative methods of tackling philosophical questions is gaining importance and respectability within British universities.

Even within the analytic linguistic approach there is now more variety in pre-occupations and methods than two decades ago. The one of philosophy teaching in many universities is still the Oxford tradition, but that tradition is longer possessed of its former unchallenged self-assurance and sense of purpose.

There have been three main influences on English philosophy since the period when the Oxford analytic approach was predominant: the growing importance of American philosophy; the renewed interest in political philosophy, especially Marxism; and the increased stature in Britain of modern continental philosophers.

The extent of these influences varies widely from one philosophy department to another, depending on the interests and specialities of individual members, and to a certain extent the interests of students, and also on the use, or lack of it, with which particular departments can make changes in courses or course content.

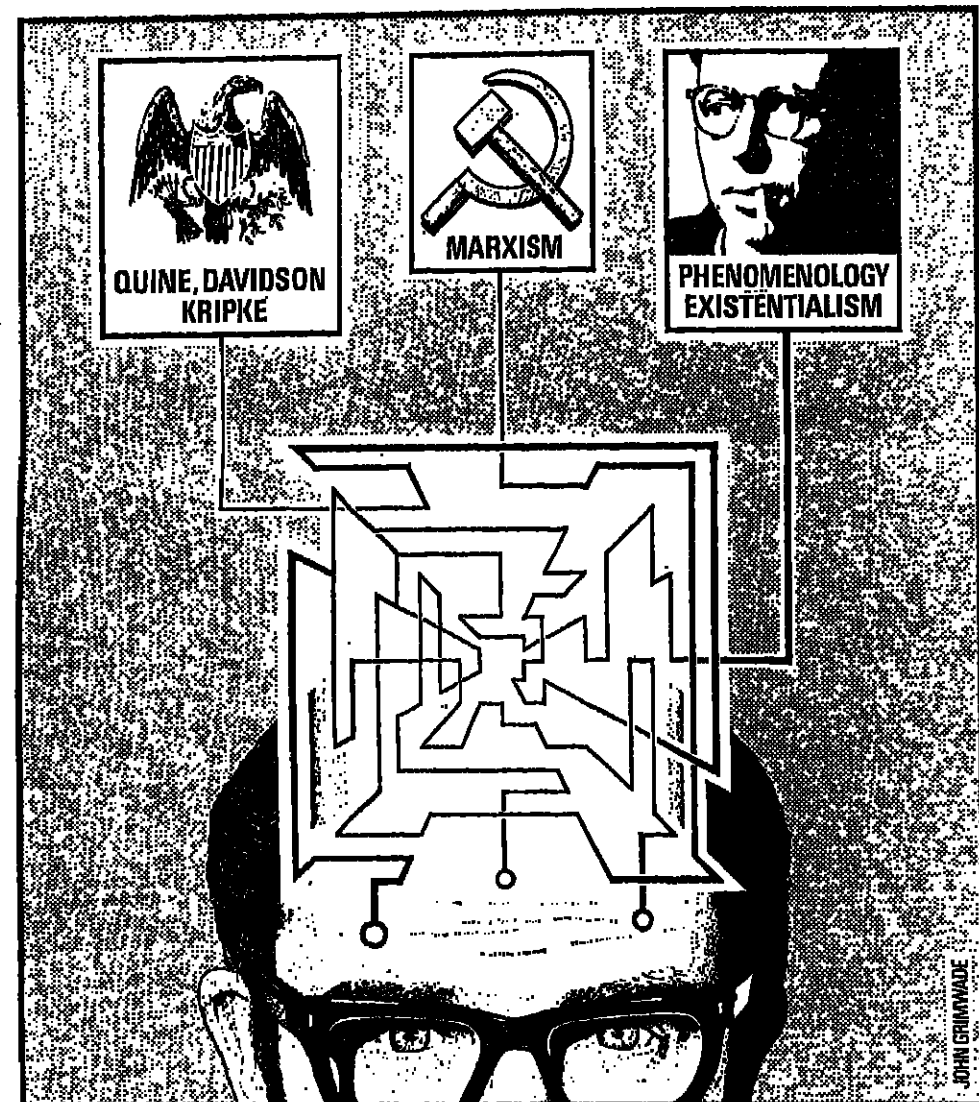
The contribution of American philosophers to the philosophy of the English-speaking world has increased dramatically during the last 20 years. The 1950 situation, when the raft of ideas in philosophy was largely from East to West across the Atlantic, has been "usually" reversed. One of the effects in England has been a significant upswing of interest in the highly technical advanced logic which has always constituted the main preoccupation of most of America's important philosophers.

Figures such as Quine, Davidson and Kripke, whose approach is very much in the tradition of Russell and Frege, have sprung into prominence in England and now dominate the philosophical scene at Oxford, Cambridge and London. Their influence is less pervasive in the provincial and new universities, but there are pockets of particular interest in their approach in a number of places, such as Leeds, which has a tradition of excellence in the teaching of formal logic, and also at Edinburgh, St Andrews, Sussex and York.

For a number of philosophers, reared in the Oxford tradition, the new emphasis on highly technical philosophy is surprising and somewhat baffling. "One wouldn't have predicted this kind of technicality," says David Hamlyn, editor of *Mind* and professor of philosophy at Warwick College, London.

"But we had thought we were won over by the thought again. Views of meaning are being questioned. The kind of thing we used to do in philosophy is being questioned with theories of meaning going back to Frege. There is a tendency to see Frege as a mystic of sorts."

The new technicality is the more surprising, in Hamlyn's view, because it follows



movement, very much in evidence in the early 1970s, which was highly critical of the "sterile" nature of British philosophy. Springing out of the 1960s student pressure for "relevance", as well as reactions against the dominance of analytic linguistic philosophy, the "radical philosophy" group, based at the University of Kent, campaigned for more concern within philosophy as a whole with the problems of "real life" rather than language, as well as for a more central place for moral and political philosophy.

Although it seems unlikely that the group has had very much effect in itself, its publication, *Radical Philosophy*, tends to be regarded as lightweight and rather naïve—it has certainly reflected a reasonably widespread set of attitudes among younger philosophers. Those attitudes, together with American influences, have brought about something of a renaissance in political philosophy. In the 1950s the subject was regarded as "rather dull", says David Hamlyn: in the past 10 years it has "got going" again, attracting some of the ablest young philosophers.

The main thrust of the revival of political philosophy is an increased interest in Marx and his followers and the desire to study them and others less from the analytic linguistic standpoint, and more on their own terms. This approach has by no means gone unopposed by philosophers whose own viewpoints are firmly within the Oxford tradition.

Anthony Flew, professor of philosophy at Reading University, expressed a not uncommon misgiving when he suggests that "the amount of Marx and Engels" that can be considered "real philosophy" is "very small". Because of this sort of resistance, and because of the inevitable time-lag between changes in faculty interests and the introduction or revision of courses, new trends in political philosophy are still rather patchily represented at the undergraduate level.

Of course, all philosophy departments offer some political philosophy, including the study of Marx, and almost all now cover Marxism more thoroughly than they did some years ago. But it is chiefly at the new universities that full courses on Marx and Marxism are to be found.

Sussex offers a course on Marxism which includes the study of Engels, Lenin and Marcuse, among others. Kent offers a philosophy of science course including the study of Marx and Marxism; and a dialectical materialism course. Warwick offers a full Marxist course and Southampton a course on Hegel and Marx. Only a few of the older universities make similar offerings: Bristol, which has an unusually flexible curriculum, has introduced courses on "liberalism" and "socialism", and Dundee and University College, London, have full Marxist courses.

The increase of interest in existentialism, phenomenology and other continental movements has developed slowly over the past two decades, paralleling an increase of interest in British philosophy in continental Europe, particularly Germany and Belgium. A handful of American and British philosophers are

attempting to bring the two formerly apparently irreconcilable approaches closer together, using philosophical techniques drawn from both sides.

Works by English philosophers—Charles Taylor on Hegel and Anthony Mann on Sartre—have helped establish a "respectable" enough place for continental philosophers in England for almost all universities now to offer courses at least on Sartre, if on no other modern European philosophers.

Keele—traditionally a bastion of Oxford philosophy—has made some study of Sartre compulsory for all philosophy students, and offers optional courses on Schopenhauer and Nietzsche. Bangor, also conservative in approach, has succumbed to student pressure for courses on Marxism and existentialism, and by appointing a new faculty member specifically to teach Marx and Sartre.

The significance of this trend can only be fully appreciated if it is remembered that many linguistic philosophers have considered modern continental philosophy as not really "philosophy" at all. Only 10 years ago it was fairly commonplace to regard Sartre as interesting merely because his "mistakes" could be used to illustrate the hopeless conceptual knots in which a non-analytic philosopher must inevitably be himself. This view still persists, but it is no longer held nearly as widely or confidently as it was.

Alan Montefiore, of Balliol College, almost the only member of the Oxford philosophy faculty with a deep interest in modern European philosophy, feels that "a lot of people recognize that it's a good thing if should be doing it. Visiting French or Spanish academics can be sent to me. Fifteen or twenty years ago I might have been thought to be letting the side down by taking such an interest seriously." It is significant that this tolerance exists despite Oxford's tradition as the power-house of British analytic philosophy.

Oxford does not yet offer full undergraduate courses in modern continental philosophy, however, since the system of divided responsibility for undergraduate teaching between university and colleges makes it impossible in effect for one philosopher to run a course single-handed. The nature of Oxford's college and tutorial systems makes it, with Cambridge, perhaps the least amenable of English universities to curricular change.

It is at the new universities, one or two of the English provincial universities, such as Bristol and Manchester, the Scottish universities and some of the polytechnics, that modern European philosophy is taught most thoroughly. Generally speaking the new universities, founded in an experimental spirit, lacking subject traditions and possessing a relatively high degree of curricular flexibility, reflect most changes in academic fashion more rapidly than other institutions. Sussex, Warwick, York and Southampton all have comprehensive courses in European philosophy.

"What I'm trying to avoid," says Mr David Wood, of Warwick, "is to teach 'a little bit of Sartre' without giving a grounding in the philosophical tradition out of which Sartre's work comes." Mr Wood's present course is

gins with Rousseau and Heidegger and covers European philosophy up to 1950; he is planning "a recent course" including "up-to-the-moment" continental philosophers.

Professor Anthony Manser, at Southampton, teaches Kierkegaard and Sartre, with some consideration of the phenomenological movement. His aim is to enable students to integrate British and continental philosophy within the same framework.

"The difficulty in some places is that they try to teach things in very separate departments. I think it's silly to cut things into bits. One's got to see that some of the same problems are being discussed in different terms... The background reading for my course always includes a chunk of the *Tractatus*."

Professor Wolfe Nays, at Manchester, has made his department a centre of modern continental teaching. The Bristol philosophy department includes Edo Pivcevic, who has written a work on phenomenology.

Some of the polytechnics, such as North London and Liverpool, are strong in European philosophy teaching because able young philosophers interested in the subject have found it difficult, in the contracting job market, to gain employment in universities.

In Scotland, which has its own tradition in philosophy, and has always had close connections with the continent than English universities, the study of continental philosophy, together with the history of philosophy, has always had an important place. Continental philosophy "has never been Cinderella," says Mr John Llewellyn, of Edinburgh University. It has "never been pushed out by interest in conceptual analysis."

One of Edinburgh's special subjects includes phenomenology, structuralism and existentialism, and Aberdeen offers courses on phenomenology, existentialism and Hegel. The Irish universities, too, have never been dominated by English philosophy, and offer full courses on European movements.

The increased diversity in philosophy teaching in English universities is seen more clearly by comparing one university department with another—Manchester with Oxford or one of the London colleges with Bristol. But an increased diversity now also exists within many individual departments of schools, especially at the new universities.

Sussex is the most notable example, offering optional courses in medieval philosophy, post-Kantian idealism, Marxism, contemporary European philosophy, logical positivism, Hindu religion and Kant and Hegel, among others. More than any other British university, Sussex philosophy teaching follows the American pattern, making offerings in virtually every area of philosophy and allowing students a completely free choice of courses.

To some philosophers in more traditional departments this freedom borders on the scandalous. "You can't be sure of anything," says one of the more conservative, "because someone coming from these places of freedom will have a different view of philosophy." Professor C. W. Mundle, of Bangor, claims that "many have read nothing written before 1900; many have neglected the theory of knowledge and many have never done the hard core."

Lancaster and East Anglia, as well as Sussex, are mentioned as having gone so far in providing an *a la carte* philosophical menu. The trend for more variety and greater choice seems, however, likely to continue.

The colleges of education, as well as many universities, are now also offering a greater range of philosophy teaching. With the introduction of bachelor of education courses in colleges of education has come an interest in teaching "pure" philosophy rather than merely the philosophy of education.

At Westminster College of Education in Oxford, third year students study analytic philosophy and post-analytic philosophy, including the study of Sartre and other modern continental philosophers.

Among English philosophers still working in the British analytic tradition are many important and highly-respected names: Strawson, Brice, Dunn, Pears and Searle, among others. British analytic philosophy is by no means moribund, though it has been subject to a wider variety of approach than at the time when a few key figures dominated the scene. When a few key figures dominated the scene.

At King's College, London, Professor Peter Winch is planning a lonely Wittgensteinian future; he maintains that Wittgenstein's preoccupation with the relationship between thought and reality has been neglected as a result of Austin's emphasis on linguistic analysis. He is anxious to question this view, and has recently been awarded a grant from a number of different sources, most notably by John Rawls' *Impasse and Theory of Justice*.

Ten or 15 years ago philosophers had a pretty clear idea of what they were doing in moral philosophy, according to Alan Montefiore: now they are much less clear.

"The younger philosophers' Gods are different from the older ones," says David Hamlyn. Americans like Quine and Kripke are in the ascendant, and the strongholds of logic, Chomsky and Wittgenstein and Sartre, are gaining increasing influence in British universities in education

Sociology and the mania for interdisciplinarity

David Dewey argues that interdisciplinary studies can debase the status of sociology as a science of man

It has become commonplace in recent years for universities and colleges to offer degree courses in what might be called composite subjects in which several established disciplines are brought together under an umbrella title.

In my own institution social sciences would be humanities, social science and business studies degrees. It is claimed that the strength of this learning is its "interdisciplinary" quality.

In addition, sociology is often regarded as a residual fiftieth to buttress the interdisciplinary cause rather than as a distinct perspective on human experience.

The very nature of interdisciplinary study assumes that there is a legitimate distinction to be made between subject areas. Teachers need to consider, therefore, whether there are real educational advantages in blurring this distinction or whether this trend is opening the door to confusion.

After all, to hold interdisciplinary seminars is in fact to present students with an additional subject to study in an already composite course. This creates a severe problem when constituent subjects involve totally unrelated lectures and courses and reading material.

So sociologists may have particular cause to question the desirability and efficacy of interdisciplinary studies.

Nevertheless sociologists interested in structuralism are aware that there is a sense in which the interdisciplinary nature of learning is inevitable. Structuralism would argue that all forms of human reasoning are essentially the same and that visible variations are but transformations of a common pattern.

The limitations placed upon human thought by the structure of the mind involve a necessary and inherent relationship between different disciplines which does not need artificial emphasis.

My own polytechnic, however, has a major commitment to interdisciplinary studies. And the sign of this is that the diploma in social sciences degree courses gather momentum and give students greater choice. The DIPS, too, is part of a composite educational package.

Perhaps sociology can shed some light on this mania for making a virtue out of imprecision. Alfred Marshall distinguished between the "scientific" attitude—that is the attitude of ordinary people in everyday life—and the "theoretical" attitude, which brings some scientific perspective to bear on daily experience.

All traditional academic subjects have their theoretical or scientific attitude to the world which members of the public are unlikely to have. So an interdisciplinary encounter would seem to reveal the familiarity of staff and students with several scientific attitudes.

With first year undergraduates by their own experience would suggest that this condition is not satisfied. What really happens, indeed all that can happen, is a dialogue in the natural attitude which is the only perspective: speakers and hearers can be sure of having in common.

The Middlesex Polytechnic the undergraduate course in social science and business studies includes a "problem-solving" exercise in social science, which is a study of several different subjects, the joint first-year course was long been famous for providing. The polytechnics have yet to find a better model.

In this context, sociology, like all other subjects, can be seen as a specialism where scholarship will inevitably lead to breadth of learning, and where the curriculum calls for concentrated effort rather than seminars about concentrated effort.

The author is lecturer in sociology at Middlesex Polytechnic.

Where black is not so beautiful

Alan Phillips discusses the problems of black students at the University of Rhodesia

The University of Rhodesia is set some three miles outside the centre of Salisbury in one of the more affluent white suburbs, Mount Pleasant. Set in 474 acres, the buildings and the sports fields are beautifully landscaped, being kept in good order by the many African gardeners—a luxury that can only be afforded by the low wage-levels of Africans in Salisbury.

The buildings were constructed in the late 1950s, and these, together with the few that have been put up more recently, would be the envy of the majority of British universities. The extensive facilities, together with fine veldt climate, incline a visitor to believe that this is an ideal environment for a university. The perspective of a Rhodesian African student, will be quite different when he views the university. Zimbabwean primary and secondary education, although of a high standard, is harshly discriminatory, and only a privileged few are able to benefit from A level or university education.

The most recent Rhodesian Government figures, for 1974, show that the total number of Africans at school is just over 810,000 and yet there are less than 34,000 (4 per cent) in secondary-school education, and only 681 (0.08 per cent) in the sixth form. Comparative figures for Europeans (and Asians) show that 42 per cent of school children are in secondary schools, and over 7 per cent are undertaking post O level education in secondary schools.

The 300 or so Africans who sit A levels each year, in excellent results, both in the number of levels passed and in their quality. Almost all of them are academically acceptable to the University of Rhodesia (minimum qualifications, two A levels and one O level). The large majority of Africans choose to live in residence, otherwise they must travel to the African townships over 12 miles away from the university to live out of campus perhaps sharing a house in one of the nearby white suburbs.

There are over 200 full-time teaching staff employed by the university, of whom eight are African; there are 35 senior administrative staff of whom one is African. This is one area in which serious criticism could be levelled at both the university departments and the university as a whole.

There are well over a thousand Zimbabwean graduates both inside and outside Rhodesia, many of whom are able and pleased to accept a post at the University of Rhodesia.

Although there are some who could not or would not return to the country before majority rule, there is no boycott by Africans of the university (the secretary of the African National Council is in fact a lecturer in sociology at the university), nor does the acceptance of a post at the university by an African imply an "Uncle Tom" attitude, or an acceptance of the status quo.

During a recent stay at the university, I had an opportunity to have substantial conversations with a majority of the African staff, for whom I (and the African students) have the highest regard. Their academic records and reputation are high, and it is very surprising that none of the African academics have a more senior position than lecturer.

Without being privy to the confidential discussions of selection committees and private conversations and correspondence, it is impossible to establish why there are so few Africans appointed, and none at a senior level. It may be that the fears of the majority of the white staff of an African take-over affect their judgment.

During my short visit, I heard a substantial number of detailed allegations of racial discrimination by Europeans, staff and students, against African students. The substance and the number of these allegations, made by African and European staff and students in academic and social matters, make it difficult to believe



On its construction in 1957, the University of Rhodesia in Salisbury was held up as a symbol of the integration of black Africans into a multi-racial society.

Although primary and secondary schools are segregated, the university is not, there is no evidence of discrimination in the award of places and the university would regard itself as having no control over the Government's discriminatory awards to students.

It does not take long, however, to discover some of the anomalies of this multi-racial community. As the president of the students union is black, the vice-president must be of a different racial group and is white. The African students consequently see themselves as represented by the president and the European students by the vice-president.

Sports teams are in theory multi-racial; the Africans choose to play football, tennis, the Europeans rugby, hockey and cricket. The large majority of Africans choose to live in residence, otherwise they must travel to the African townships over 12 miles away from the university to live out of campus perhaps sharing a house in one of the nearby white suburbs.

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that racial discrimination does not exist.

Indeed one has the distinct impression that certain European staff are quite contemptuous of African students. As the university is in many ways a microcosm of a wider society, this is not surprising.

Nevertheless, urgent action is needed to restore the confidence of African students in the university and if this is to be a truly multi-racial university, allegations of discrimination by academic staff must be investigated by blacks and whites with sensitivity and thoroughness.

It is unlikely, in the foreseeable future, that African students will regain confidence in the university authorities and administration. The events of August, 1973, and the harsh disciplinary action that the university took, leading to demonstrations and 155 arrests, will not be easily forgotten.

The genuine belief of the principal in a multi-racial university, and his personal action assisting African students who are currently being held in detention for allegedly attempting to restore the confidence of Zimbabwean students, it is clear that very different times lie ahead.

Exactly what does lie ahead for the university will very much depend upon much wider political issues. There is little doubt that there will be substantial changes in the university either on majority rule, or following a constitutional settlement leading to majority rule.

In the near future, attempts may be made to lower the academic entrance level to university entry (one is not only favoured by the Smith Government, but is also likely to be favoured by the African nationalists, although for quite different reasons).

There is considerable concern in European educational circles in Rhodesia at the large numbers (2,015 in 1974) of European students who are studying in higher education in South Africa compared with those still in Rhodesia (707). The Government believes that by reducing university entry qualifications to those of South Africa, fewer students would go abroad.

If on the other hand there were an African nationalist government, it would make sense to make university entrance level one year post O-level, with only one year of six-formers, twice as many students could matriculate with exactly the same number of sixth-form school places.

At the moment only one in 10 O level students is able to go on to the sixth form because of the shortage of school places, and this would be one method of partially releasing the bottle-neck.

The author is general secretary of the World University Service, and has recently returned from a visit to Rhodesia.



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Harvard loses Kennedy library to Boston

A memorial library of all the archives and papers of President Kennedy is to be built at the University of Massachusetts in Boston instead of at Harvard as the President's friends originally intended.

Senator Edward Kennedy announced last week that after 12 years' negotiation the trustees of the Kennedy Library Corporation had decided not to press for a site for the library and museum at Harvard, Kennedy's old university, because of the growing opposition to the scheme by Cambridge residents.

Instead, a 10-acre site has been chosen overlooking Boston Harbour at the relatively new State University. The land will be donated to the Federal Government and it is hoped that the library, containing all the presidential papers and the museum of photographs, gifts and Kennedy's personal possessions such as his rocking chair, will be open by 1979.

The announcement is a great coup for the University of Massachusetts. A spokesman said everybody was "jubilant". Although the university will have no control over the library, it anticipates an enormous flow of departments of political science, political economy and history which will make Boston an important centre for research in these fields.

Harvard, which fought hard for the library, is bitterly disappointed. After the announcement Dr

Massive drop in enrolments after 1980 forecast

A sharp decline in student enrolments after 1980 is forecast by a specialist in population analysis at Yale University.

Despite the record rise in enrolment this autumn, Mr. Stephen Dresch said there would be virtually no increase between now and 1980, followed by a 46 per cent decline between 1980 and 1990, and a further drop of 12 per cent in the next 10 years.

Mr. Dresch said that the number of students entering the labour market would decline from a peak of 1,400,000 in 1983 to about 700,000 by 2001.

Mr. Dresch, head of the Institute for Demographic and Economic Studies, now has a Government grant to test these hypotheses.

Row spreads over female v-c

The appointment of a woman as President of the University of Texas at Austin (THES, October 10), has caused some controversy, that a special committee appointed by the American Association of University Professors is meeting in Austin this weekend to discuss the issues involved.

Since the appointment of Dr. Lorraine Rogers, lecturers at Austin have refused to cooperate with the committee. The committee has all but boycotted all campus meetings.

Their principal complaint is that their advice was not listened to by the Board of Regents which made the appointment.

There have been accusations that the university has been obliged to appoint a woman, irrespective of her merits, to show compliance with the Government's affirmative action programme, which encourages the advancement of more women to senior university posts.

Nathan Pusey, Harvard's president issued a single sentence reaction wishing the project well at Boston. Harvard had planned a Kennedy School of Government and a Kennedy Institute of Politics and had already donated the land to the Federal Government.

But the scheme ran into local opposition. Residents were afraid the museum would bring far too many tourists into the already congested Harvard Square area; and those in poorer neighbourhoods near by were afraid the consequent rise in property values would force them out.

When it became clear that the residents were ready to go to court over the project, the library's trustees announced last February that they were looking for an alternative site. Harvard then proposed siting the library at the university and putting the museum elsewhere, but the trustees decided to keep the two together.

They finally chose Boston because the campus was close to the sea, one of Kennedy's great loves, was easily accessible to the public and the local community was eager to have the library.

The Boston campus is an offshoot of the university's main site at Amherst in central Massachusetts. It has grown rapidly in recent years, but until last week's announcement did not have the same cachet as the many rich private universities in the area.

Cashless Columbia votes to admit women

Teachers at Columbia University voted two to one last week to admit women as undergraduates. The vote was intended to help the university out of its financial difficulties by increasing enrolment, but it was taken against the wishes of the university President.

Columbia has been discussing links with its women's affiliate, Barnard College, but Barnard has firmly rejected any merger and wants to retain a separate identity. If Columbia admits women, Barnard's existence would be endangered.

The vote, while not binding, will increase pressure on the trustees of both institutions to merge. It was denounced by Barnard as a political move serving no constructive purpose.

Row spreads over female v-c

The issue has become important for several reasons. To some extent it is a test of the ability of teaching staff to influence appointments made by university regents. The fact that the staff's advice was not followed has been taken by the AAUP, the main university teachers' union, as a threat to the principle of staff involvement in campus government.

Second, whether Dr. Rogers' appointment was influenced by sex is a particularly delicate matter. Even if it were not, there is a general feeling among many lecturers that some colleges are practising "reverse discrimination" in their effort to increase the proportion of women or minority groups—mainly blacks—in academic positions.

The panel appointed by the AAUP will not hold an investigation into the specific case of Dr. Rogers, but will try to define what the teachers' position should be on the issues involved.

Colleges move to tighten marking

from Angela Stent

CAMBRIDGE, MASS In the wake of widespread criticism of the inflation of the American grading system, a major assault is being mounted throughout the country to ensure that only those students who really deserve As and Bs receive them. Recent experience in playing down the importance of grades or abolishing them altogether are being pushed out and a return to more traditional evaluation is in full swing.

Recent surveys show that grade-point averages have risen steadily since 1960. According to one official at the University of California in Los Angeles a "gentleman's C" is now a "gentleman's B".

At Princeton University last term nearly 70 per cent of the grades were As and Bs. These figures reappear in surveys of the marking practices of colleges throughout the country.

A Michigan State University report, which surveyed 197 institutions, concludes that current United States grading practices have destroyed "the whole concept of excellence in higher education, and a University of Massachusetts education expert describes the present grading system as "about as accurate as police estimates of crowds at peace marches".

Hard grading disappeared during the days of student revolts in the 1960s. Grading was then considered "elitist" and a way of making demeaning distinctions between human beings. At the time, hundreds of colleges established pass/fail systems of grading, with no distinction between good and bad.

The Vietnam war compounded this trend, according to one academic expert. There was a growing feeling that giving low grades to students might mean the loss of draft-exempt status; the realization that grades could drastically affect the future of their students made them upgrade their marks.

Now, however, many colleges feel that this trend must be reversed. At Stanford University, for example, where there have only been grades of A, B, and C since 1970, the D grade was reinstated this autumn.

The University of Bridgeport in Connecticut has reinstated the failing grade of F, which had been replaced by "credit by grade".

At Dartmouth College in New Hampshire new faculty rules have considerably tightened the awarding of honours to graduating students and have set limits to the number of high grades granted. Harvard has also warned its faculty that grades must be lower than they are at present.

Two American universities have offered to employ a former member of the Argentine Government in Chile. Dr. Fernando Flores, an expert on economic management, has been in prison since the military coup in September 1973.

But the universities involved, Stanford University in California, and the University of Rochester in New York, were informed this month by telegram from the Chilean Minister for Justice that Dr. Flores faced trial before a military court. No charges were mentioned.

Chilean economist stays in gaol

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An Amnesty International group in San Francisco has begun working for the release of Dr. Flores.

New York proposes pay cuts and fewer staff

from Thomas Cahill

NEW YORK As the City University of New York (CUNY) approaches ever nearer to its deadline for cutting \$55m from its budget for the spring semester, ever more desperate remedies are being considered.

The Board of Higher Education, which until recently had been unable to agree on any proposal, has now unveiled the list of budget cuts it is considering.

This list has sent more tremors through the university and the city than any earlier recommendations made by other university officials.

Its five proposals are: Reducing to a minimum any new students in February, at a saving of \$4m. Closing all university facilities—including libraries and laboratories—during the Christmas and spring recesses, at a saving of \$1m.

Dismissing an unspecified number of administrators, faculty members and other staff, at a saving of \$9m.

Forced "furlough" of four weeks without pay for all administrators, faculty, and staff, at a saving of \$32m.

Collecting tuition fees for the summer session in June before the end of the current fiscal year, thus realising for budget purposes an additional \$9m.

Although members of the board have not yet formally approved these cuts, they are expected to do so at their next meeting and at the same time call on Chancellor Robert Kibbee to formulate plans for carrying them out.

Dr. Kibbee, who earlier produced a plan for a 20 per cent overall reduction in the university's operations (THES, October 31), has been much criticized by board members for lack of leadership in the crisis.

The board itself has also been widely criticized for stalling for so long. The board has final responsibility for making decisions on the CUNY budget, now much reduced

because of its dependence upon the financially distressed City of New York.

Municipal officials are privately questioning the seriousness of the board's proposals, which seem designed not so much to achieve an orderly reduction in services but to raise as much opposition in as many quarters as possible.

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Horrors of academia

from our correspondent

CAMBRIDGE, MASS Since the mid-1960s, when students in many American colleges won a voice in their college curricula, many universities have added a motley collection of fashionable courses to their traditional offerings to placate student demands for "relevant" courses. Under the general rubric of "popular culture" many of these new offerings defy conventional academic categorization.

This autumn, for instance, the University of Florida is offering a course on "Literature of Terror and Horror". In undergarment studies, the professor arrived at the first lecture wrapped in the writhing coils of a four-foot boa constrictor.

Professor Flora Zbar, who teaches the course, insists that her lectures attract students who "wouldn't give Chaucer a chance anyway" and who benefit by their exposure to perfectly respectable authors of terrifying tales—from Euripides to Edgar Allan Poe.

Other popular courses include lectures on television programmes, "relevant" to outer space, monster literature, film appreciation, detective novels and mountain-climbing for the environmentally conscious.

Public 'disillusioned' warning

Professor Robert Wood, president of the University of Massachusetts, has warned in a major speech of growing disillusionment with higher education.

In his speech, *Reflections on Higher Education*, delivered to a group of prominent sociologists, he said that the illusion he had once held, that the academic profession enjoyed a nearly universal esteem and that higher education was considered a good in itself had given way to a "crisis of reality".

Over the last six years, Wood said, an inward turn, a more sour attitude, had taken hold. "We are in a conspiracy of silence," he said.



Christopher Lee's Dracula.

To keep up with the constantly shifting demands of students the University of Wisconsin maintains a special division of consultancy trends, staffed to teach students the courses they request.

"One professor there has perhaps succeeded in designing the perfect catch-all course for all interests," the division says. "It is 'Survival in an Uncertain World'." Crowded, Polluted and Changing Society."

New programmes for old

A college-level programme for the elderly has had such success in New Hampshire that it will be spread to all six New England States next summer.

The programme, called "Elderhostel '76", encourages colleges to set aside dormitory space during the summer for elderly people who attend courses with young students.

About 300 people, ranging in age from 55 to 94, enrolled last summer at five colleges and universities in New Hampshire. Next summer, enrolment is planned for 2,500 people throughout the New England region.

Australia

Coalition says tertiary studies will stay free

from John Kirkaldy

CANNBERRA

If the Liberal and National Country Parties are returned at the General Election on December 13, they will "examine closely" the former Labour Government's proposal to merge the Universities and Advanced Education Commissions.

This pledge forms part of the education manifesto issued by Senator Margaret Gullfoyle, caretaker Minister of Education.

The manifesto says that "although we recognize a need to seek greater coordination between the bodies involved in tertiary education, we believe much of the value of the two commissions has stemmed from their distinctive nature".

Other promises include a commitment not to reintroduce fees for tertiary students, the maintenance of education assistance schemes "at appropriate and realistic levels" and the continuance of postgraduate awards.

The two parties also say that they will "determine the feasibility of introducing a comprehensive tertiary loans system".

The manifesto emphasizes, too, the need "to recognize the value of technical education and give due recognition to the contribution it makes to society".

In general terms, the two parties call for a widening of educational opportunity, accompanied by closer co-ordination of expenditure.

Mr. Kim Beazley, the former Minister of Education, underlines the Labour Party's record since 1974-5.

The 36 institutions say that they could welcome 23,000 undergraduates in 1975-76, a 10 per cent increase on 1974-5. Of whom would be able to attend CUNY in years past.

The colleges argue that they could educate the students more cheaply than CUNY has been able to do and that State funding should be increased to make up the balance.

The experimental university of Paris Vincennes, situated on the eastern fringes of the city, is once more fighting for survival. After closing last year with the Secretary of State for Universities over admitting non-bachelor students (THES November 29, 1974), Vincennes is now in real danger of closing as a result of severe overcrowding.

In some respects Vincennes, also known as Paris 8, is a victim of its own success. Hurriedly built in the wake of May, 1968 as a testing ground for new ideas in university teaching, it has since grown to a phenomenal rate.

Designed for 7,500 students, principally in arts subjects, Vincennes now has a student population of over 30,000. The past year alone numbers have increased by 36 per cent at a time when arts students elsewhere in France experienced a drastic falling off in enrolment.

Overcrowding alone, though, would not explain an increase of 830 students this year bringing the total to 35,000. The 24 members of the staff (the same number as last year) are allocated to teach in the six classrooms which provide a total 300 sq metres of floor space.

Despite these increases no additional premises have been made available to the university. It is now calculated that the university possesses only two and a half spare metres of floor space for every student enrolled.

The teaching staff stands at one lecturer per 150 students. The flood of students arriving at Paris 8 this year is largely accounted for by the university's popularity among "worker-student" groups. Its earliest days Vincennes has admitted applicants without the baccalaureate—the traditional entrance requirement—providing they were over 22 years old and had at least two years' work experience behind them.

Last year 30 per cent of Paris 8 undergraduates fell into this category. When figures become available for the current year it is likely that the proportion will be higher still as a result of the publicity given to the Vincennes scheme during the non-bacheliers dispute.

Vincennes has also proved a big attraction for foreign students—40 per cent of the total this year, an increase of 6 per cent over 1974. The continuous growth in numbers now means that students are herded together in conditions totally unsuited to serious study. Hundreds of undergraduates pack into rooms meant for small seminar groups. For the majority the shortage of chairs means standing room only.

Every change of class involves a struggle through the crowds that throng hopelessly narrow corridors and staircases. Floor and window sills are dirty. With premises occupied almost continuously from 8am to 10pm cleaning operations are at best only perfunctory. In addition, a recent investigation showed that the university electrical circuits constitute a serious fire hazard as a result of chronic overloading.

In protest against this situation lecturers and students have been holding "wildcat classes" all over Paris. Earlier this month town planning students took over the famous La Coupole restaurant in Montparnasse. Other university departments have organized classes at the Museum of Modern Art, the Paris Hotel de Ville and the Gare St. Lazare. University officials emphasize that this action is not a mere practical joke. It is a serious attempt, they say, to attract publicity to conditions of study at Vincennes.

Changes in second cycle

Measures designed to reorganize second-cycle studies (third and fourth years) have just been announced by M. Jean-Pierre Sels, Secretary of State for Universities.

The new plan—the fourth of its kind in under two years—is intended to complete the Minister's scheme for a pyramidal structure of three successive two-year university diplomas.



Senator Gullfoyle.

1972 and pledges that if re-elected the party will continue its policies.

The five most important initiatives taken by Labour in tertiary education, he claims, are the abolition of tuition fees, the taking over of full financial responsibility of universities and colleges of education, the setting up of an Academic Salaries Tribunal, the introduction of a cost escalation index scheme and the proposed single tertiary commission.

Mr. Beazley points out that two new universities have been founded in Brisbane and Perth and two more will shortly start construction at Geelong, Victoria, Campbelltown, New South Wales.

Expenditure on universities has risen from A\$292m in 1973-4 to A\$502m in 1974-5. On colleges of advanced education it has gone up from A\$176m in 1973-4 to A\$361m in 1974-5.

France 'Too successful' university fights for existence

from George Morgan

NICE The experimental university of Paris Vincennes, situated on the eastern fringes of the city, is once more fighting for survival. After closing last year with the Secretary of State for Universities over admitting non-bachelor students (THES November 29, 1974), Vincennes is now in real danger of closing as a result of severe overcrowding.

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West Germany

Wide-ranging shake-up may be on way

by Günther Kloss

It appears that West Germany's long overdue General Framework Bill for Institutions of Higher Education (*Hochschulrahmengesetz*) may yet become law.

This is a Federal Bill by which the Bonn Government under the general framework competence for higher education, wishes to reestablish a basic structural unity through the Federal Republic in tertiary education. Education is largely in the responsibility of the 11 Länder.

The Bill was first presented almost five years ago and was finally passed by the *Bundesrat* in December, 1974, but rejected by the *Bundestag*, the second chamber, where the Opposition has a slender majority (THES, January 10 and May 2).

Since then, it has been under consideration by the Education Committee of both Houses which has been trying to thrash out a compromise version acceptable to both sides.

Reports suggest that—contrary to earlier expectations—the Bill has survived the long months of debate in a sub-committee of the committee and may obtain the full committee's approval sometime this month. In its revised form it will then return to both chambers of the Federal Parliament.

It is, however, by no means certain whether a majority of the second chamber will give it its approval. Nor would it be totally unexpected if some Government coalition MPs now opposed the Bill.

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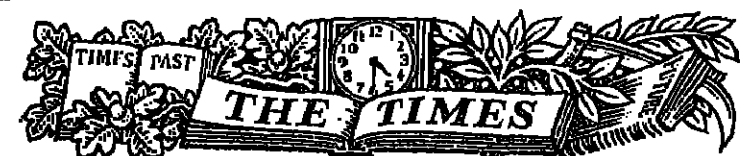
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HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

How catastrophe may teach us all the wrong lessons

The possibility of being able to provide a precise mathematical description of both natural and social phenomena has always held an attraction for mathematicians. From Ptolemy's notion of the structure of the universe was based on the properties of natural numbers, through to the complex "world models" that computer scientists use to predict impending ecological disaster, the ability to represent any event as the logical outcome of a set of mathematical equations has had an appeal only comparable to that exerted over the early alchemists by the notion of a philosopher's stone.

Catastrophe theory is the latest mathematical development to have been greeted as a possible tool by which the mathematician's dream—and indeed the dream of all those who would like to see events in the natural and social worlds placed on a common logical foundation—might be achieved. As a means of extending mathematical analysis to the discontinuities that occur in natural processes, and of thus allowing a geometric modelling to be carried out of such processes, it has already been greeted as "a new qualitative language for servicing the 'inexact' sciences".

Both the simplicity of the theory as developed by the French mathematician Professor René Thom, and the wide range of phenomena to which it already appears that it can legitimately be applied, have contributed to the wide attention which catastrophe theory has received in the scientific community. (See opposite page.)

Equally, it is perhaps not surprising that speculation should have built up as to whether the catastrophe theory might eventually be applied to the social sciences, in particular to the political realm. After all, what political regime would not be tempted to support a research programme which promised a precise forecast of when and how it was likely to be overthrown; or which industrial company not tempted to

develop a watertight method of predicting how long it would have to endure a damaging strike before the morale of the strikers collapsed?

There are two dangers here, however. The first is the temptation to ascribe predictive properties to what are essentially only qualitative, rather than quantitative, mathematical representations. To say that all living organisms must die eventually is not a particularly useful statement to make; but without a precise understanding of the physiological processes involved, an understanding which is not available at present, there is no way in which catastrophe theory can say when an event such as death (or even, at a simpler level, the separation of a calf) will occur.

The second danger is a deeper one, and relates to the interpretation of the mathematical models that catastrophe theory allows one to build of particular types of processes. It is one thing to say that a curve caused by the reflection of light from a tap-cup on the surface of the tea, a situation in which the relevant physical laws of reflection, and so on, are relatively easy to identify.

It is quite another to transpose this mode of reasoning to the domain of social events, and to claim, for example, that the ability to build a mathematical model of a particular form of social behaviour provides us with an explanation of that behaviour.

To confuse the process of modelling with that of explanation is dangerous. For just as the social evolutionary scientists, who have used Darwin's theory of evolution to explain—and thus legitimate—the dominance of the commercially successful as being the "socially fittest" in Victorian society, so an unscrupulous application of catastrophe theory could be used to reduce opportunity and *The Times* appears to be surrendering to this trend without even a whimper.

Yours faithfully,
CHARLES CLARKE,
President,
National Union of Students,
Endsleigh Street, London.

The changing nature and stature of the NUS

It is a measure of the increased stature of the National Union of Students that conservative students and others whose political predecessors took little or no interest in its affairs should go to such pains to organise a campaign in favour of a secret ballot for elections to its executive.

Student politicians now look, in a way they did not a decade ago, to their national union for leadership. If the call for mass ballots of the 600,000 members is successful, at Scarborough this weekend, the NUS will be an even more significant shift of power to the central leadership. The whole nature of student politics would be transformed: whatever the political complexion of the executive, that emerged from the checks on its actions would be weakened.

The National Union of Students has always had an inappropriate and misleading title. A national federation of student unions would be a more accurate description of its constitutional make-up. The NUS has never had power to order a member union to take action, and is not supported by its own students—and the poor response to its call for rank strikes this term indicates that constituent unions are still capable of resisting the leader's powers of persuasion.

A dictatorship of leadership would give it an authority and credibility. Nor is it at all clear that the leadership would be either more representative or more democratically accountable. For senior and efficient accountability depends on a tight relationship between those who make policy and those who carry it out. A mass ballot in the NUS would destroy this relationship between the executive

and the conference. What happens if an executive is elected by the membership? Is it to be the conference to carry out a policy to which it violently objects? Does it resign and leave the NUS without an executive or with an interim one elected by the conference? The NUS is not just a political body. To these students, its day-to-day work in travel, insurance, vacation employment and welfare is what matters. Conferences are able to elect officers, not just on their political acceptability, but also on the basis of their capacity to administer the union's affairs. How is the mass membership to know candidates sufficiently well to make this vital judgment? In other words, potential leaders have to be known to the rank and file, and relations of trust with their members over many years. The student who is likely to be a member of the NUS for only three years has no time to form even superficial judgments.

Too many union delegations to conferences are nothing more than the political sidekicks and personal friends of the local president. Too many take no trouble to find out the views of their local union members. Some delegations, even when they have clear mandates, ignore them. But the remedy of these shortcomings lies also in the hands of those who complain that the NUS is remote from ordinary students. The NUS has a long way to go to make its conference policy reflect the views of the rank-and-file, and the tacit solution of a mass secret ballot will make no contribution to that.

Yours faithfully,
FRANK MAJUMDAR,
President,
Association of University Teachers
branch,
Royal Holloway College, London.

LETTERS TO THE EDITOR

Overseas students

from Dr George Tolley

Sir—Pressures are growing for increasing the differential fees charged to overseas students and, from some quarters, there is a demand for payment of full economic fees. It seems to be assumed by many that there is no longer a serious objection to differential tuition fees.

My observations lead me to conclude otherwise. Having been bludgeoned into submission does not lessen objections of principle; they are driven underground. The major countries of the world, we are almost the only ones in step. And more than this. Where else do we charge differentially for subsidised services? Public transport is subsidised, as are hospitals, so also it would appear is the supply of gas, electricity and postal and telephone services. Overseas visitors are not charged differentially for these services.

Why then has it become a part of Government policy that education services must be singled out for discriminatory treatment? There is as much, and as little, argument for charging an overseas student an economic fee as a home student.

Increasing the fees charged to

overseas students (even to full economic cost which might give substantial income) will not balance the books of the education system or make difficult choice on priorities much less difficult. It will deter overseas students. Is this the real objective?

If some colleges and university departments are dependent almost wholly on overseas students then a scrutiny of policy on admission may be necessary, especially for post-graduate courses, and that on much more general grounds. But, for the rest, let us seek to fill the many vacant places in so many courses that we are hearing so much about, let us seek to maintain the international community of learning.

Impractical idealism? Hardly. Let us be hard-headed also and ask ourselves about the pay-off from overseas students who are educated here. We have lost enough influence in the world, and income. We can hardly afford to pull up yet another drawbridge, which has carried valuable and crucial traffic, for the sake of a miserable principle of discrimination.

Yours sincerely,
GEORGE TOLLEY,
Principal, Sheffield Polytechnic.

Johnson dangers

from Mr Charles Clarke

Sir—I have refrained so far from commenting on Paul Johnson's recent series of articles which I wished to see the conclusions of your editorials "Towards the 1980s" (*THE TIMES*, November 14, 21).

Both your editorials and your decisions to publish Paul Johnson's silly attacks can do the paper very little credit. I would have wanted to see *The Times* seeking to extend educational opportunity, to improve general standards of education, and to break down the isolation which many of our higher education institutions still experience.

At a time of economic crisis it is precisely these goals which are put at the greatest risk. There can be no doubt that the effect of educational cuts will be to reduce opportunity and *The Times* appears to be surrendering to this trend without even a whimper.

Yours faithfully,
CHARLES CLARKE,
President,
National Union of Students,
Endsleigh Street, London.

Royal Holloway College

from Dr M. J. Majumdar

Sir—It is perhaps surprising that your correspondent did not cast his net widely before producing his report (*THE TIMES*, November 21) on life at Royal Holloway College.

The reported views of only two members of staff, however eminent, are bound to produce a somewhat one-sided picture. One is left with the impression that the college is a place where staff spend their time striving to maintain outdated traditions in a crumbling Victorian structure, with little more to occupy their minds than the state of the floor-covers. One might wonder why, if this was so, the number and quality of applicants should be on the increase, as the report mentions.

In point of fact there are important new buildings on the campus, and the college is a place where both academic and residential life are of a high standard. It is not a place where staff spend their time striving to maintain outdated traditions in a crumbling Victorian structure, with little more to occupy their minds than the state of the floor-covers. One might wonder why, if this was so, the number and quality of applicants should be on the increase, as the report mentions.

The truer picture would be of an expanding, forward-looking institution where staff are constantly increasing their time for ways of diversifying their teaching so as to present the student with a variety of interesting and worthwhile courses.

If the staff find that the demands on their time are constantly increasing, this is at least partly due to their determination to maintain the high standards of care and concern for the individual student which they have traditionally set themselves—a fact reflected in the all-operative atmosphere that prevails here to a degree perhaps unusual these days in academic institutions.

Yours faithfully,
FRANK MAJUMDAR,
President,
Association of University Teachers
branch,
Royal Holloway College, London.

Civil Service fees

from Mr S. T. Curlew

Sir—Over the past few months your columns have carried a certain number of letters about the deduction of income tax under PAYE from the fees paid to lecturers at the Civil Service College.

Your correspondents who may in future undertake lecturing for the college will be glad to know that the Income Tax Revenue have now reviewed the cases which are assessed for tax under PAYE.

As a result, they have decided that fees and expenses for work other than appointments may be excluded from PAYE procedures, and accordingly the fees and expenses of people who are good enough to give occasional lectures for the college may be paid without deduction of income tax and national insurance.

Any further payments now due as a result of this decision to those who have lectured at the college in the current tax year and have received less than the full amount of their fees and expenses will be made without application. The college is writing to all the people affected to explain the position.

The college places a great deal of value on the help it receives from colleagues in academic life and I hope that this transitional problem will not have affected their willingness to help in the future.

Yours faithfully,
S. T. CURLEW,
Head of Information,
Civil Service Department.

Stockwell reply

from Dr George Brown

Sir—The answer to Dr William Taylor's question (*THE TIMES*, November 28) to Dr Keith Hampson may partly be the following. Stockwell College of Education (Bromley, Kent) was, according to information available at the Committee of Directors of Polytechnics, validated by Dr Taylor's own university for no less than 32 degrees in one fell swoop.

I am convinced after 20 years of experience that no college could possibly have done this via the CNA system and the rigorous criteria it uses. Thus, University of London-validated degrees are certainly not up to the CNA par.

Dr Taylor again confuses academic freedom with academic licence. We have heard recently that the number of applicants for first degrees in Welsh is equal to the number applying for production engineering.

Is it not about time that we all realized that a function of higher education is related to the world they live in and not to the world they were born in? It is the job of education to help the young to cope with the world they live in and not to the world they were born in? It is the job of education to help the young to cope with the world they live in and not to the world they were born in?

Yours sincerely,
GEORGE BROWN,
Director,
North East, London Polytechnic.

Despots

from a university lecturer

Sir—Professor Meek's description (*THE TIMES*, November 28) of the life of a professor makes Leicester University seem a very progressive institution indeed, though by the end of his letter I had formed the distinct impression that he himself regretted this.

If this is so, let me assure him that all is not lost. It may be that in his department professors carry the same teaching loads as junior staff (and, presumably, do not insist on the choice of plum courses and convenient lecturing hours) but that they shoulder an equal share of the more tedious departmental chores; that they do the same amount of internal examining (rather than confining themselves almost entirely to external examining, which is, of course, paid).

It may be that they do not take it for granted that the so-called departmental secretary is in fact the professor's personal assistant. They do not make those "exciting visits to universities abroad" by taking for themselves a disproportionate share of the available travel money, or by involving at the department's expense foreign trips to return the hospitality.

It may be that they do not automatically assume that the first call on any resource is whatever the professor happens to require for his own work. It may be that they do not impose departmental rules which all others must obey to the letter no matter how great the inconvenience, but which they themselves may ignore.

However, this does not alter the fact that the conditions of service for professors are very different indeed from those which apply to the rest of us.

Moreover, since not all professors are quite so scrupulous as the paragons at Leicester, it is not surprising that junior staff are sometimes less sympathetic than they might be to the problems of those who only occasionally trouble them as colleagues. One cannot expect to be allowed to run with the hare and hunt with the hounds.

Finally, if Professor Meek really is dissatisfied with the extent to which professorial privileges have been eroded at Leicester, let him be content to tell his colleagues at least one university where he can be as dictatorial as he likes.

Of course this will have to be through the editor, since another professorial privilege is the power to make his own mind up and to make life intolerable for any member of his staff who offends him. Name and address supplied.

Academic power

from Mr George Watson

Sir—Professor Sidney Pollard's moving letter on the plight of our universities under a Labour Government must reach the ears of some one who can do something to improve academic achievement (*THE TIMES*, November 21).

But I cannot accept his conclusion that academics are without respect for power, or that they should be content to move into smaller homes or enclaves. Some, after all, can be credited with having done real damage by furthering the idea of socialism outside universities and within them. It is socialism, which is about equity, is always and necessarily the enemy of excellence.

A period of self-criticism would not come amiss. Others have treated it as a time for self-criticism, though they must know that a half-socialized state only an enemy to socialism at all.

We have not yet lost touch with the world we live in. It is the job of education to help the young to cope with the world they live in and not to the world they were born in? It is the job of education to help the young to cope with the world they live in and not to the world they were born in?

Yours faithfully,
GEORGE WATSON,
President,
Cambridge City Liberal Association.

We apologise to the many readers whose letters have not been published this week. We hope to publish a larger selection next week.

Was Newton's apple a cusp or a swallow-tail?

D.D. How did you first become interested in the analysis of discontinuities, or "catastrophes"?

R.T. As a mathematician, I have always been interested in topological questions (the study of the properties of geometric surfaces under arbitrary transformations) and have never liked algebra. Much of my early work was concerned with what is called the theory of smooth mappings, and was the discontinuities, or catastrophes, that occur in many concrete instances of smooth mappings—such as geometrical optics or the theory of envelopes—that led me to a study of discontinuities for their own sake. Later, in about 1963, I became interested in biological questions, and specifically in embryology, the study of the development of the embryo, partly through coming across the work of C. H. Waddington. D.D. Would you say then that your interest in the analysis of discontinuities was thrown up by the practical problems encountered in areas of research such as optics and developmental biology, or by the theoretical problems of algebraic topology?

R.T. I think my interest came initially from algebraic topology rather than from a consideration of practical issues: the intellectual applications tended to come much later. There are a number of factors, however, behind my interest in this type of approach to such issues. One was essentially a polemic state of mind. At that time the modernist school in mathematics was trying to expel geometry from the curriculum; I was very much against that, and tried to prove that geometry—and especially the theory of envelopes—was very useful. D.D. Was this based on personal conviction?

R.T. Yes. I think that Euclidean geometry is still a basic field which people need for developing an understanding of mathematics, and I think it is a very great mistake of the present time that in countries like France—don't know how it is in England—people are trying to suppress Euclidean geometry and replace it with some type of bastard mixture of analytic geometry and linear algebra.

The great advantage of topology is that it allows one to take a qualitative, rather than a quantitative, approach to geometry. But you have to pay a price. For if you pass from the quantitative to the qualitative, in general you lose any ability to predict future events.

D.D. This seems a fairly crucial point in the way that people have interpreted your theory of catastrophes.

R.T. Exactly. Many people are putting too much hope in the theory, saying for instance that it can predict earthquakes and things like that. That is certainly not true, at least not in the present state of the theory. D.D. How far has the theory been developed to generalise it in any way?

R.T. As far as I can judge, there has not been very much progress. Maybe I am wrong. It seems that there has been a lot of "sociological" progress, in the sense that the theory has become widely known and many people have started working on it. But the fundamental theoretical problems associated with catastrophe theory are still open, and not much progress has been made. This work is basically concerned with what could be called the syntax of catastrophes, recognising elementary catastrophes as a way of trying to discover a global dynamical scheme which could generate a complete set of these elementary catastrophes.

D.D. Do you feel that this will be possible?

R.T. Certainly. There is a great hope that theories could be developed to account for the synthesis, but for this one has to study examples. It is not true that this can be done by mathematicians alone; one has to look for concrete examples in disciplines such as geology or biology, and then try to find out the aggregating rules between catastrophes. These rules may be quite different from one field to another.

D.D. Does this say anything about the relationship between the mathematics and its applications?

R.T. Exactly. That is the point at which I have a little controversy with my friend, Professor Christopher Zeeman at Warwick University. I do not think that from any mathematical theorem you can predict anything in reality. It is not true that anything different from mathematics, and nothing can be done about that. The only thing one can say is that, because of certain theorems in mathematics, one has to expect that things will go a certain way. But you are never sure that reality will obey the theorem.

D.D. Turning to the field of application of catastrophe theory, you say that it is a question of expanding the range of examples. Which new types of examples are you beginning to look at?

R.T. I think that the most recent examples are those at the level of the exact sciences more interested, perhaps, in the psychological, linguistic, or even philosophical. My inclination is towards what we call in France the "human sciences".

D.D. In which types of areas of psychology, for example, do you think catastrophe theory might be of value?



Professor René Thom

R.T. I believe that it could be very useful as a way of modelling all sorts of psychological activities. This idea originated from an article by Professor Zeeman on the topology of the brain, and I think that this view is basically true, that one should try to model mental activities through geometric constructions and dynamical systems. The problem is that this can be done in many ways, and one has to understand which way will be the most useful.

At present there is a very great distance between the level at which, let us say, neurophysiologists are working, and the level of modelling global psychological activities. To use a familiar analogy, many people say that when you study the EEG or local neuronal activities it is as if, when you wanted to study a car, you just studied the noise of the car rather than looking at the motor.

It is to be hoped that there will be a gradual convergence between physiologists and mathematicians, but we should not expect this to be very fast. It can certainly be very useful for mathematicians to enter this field, because although I do not want to be too derogatory about neurophysiologists, the sad truth is that most of them have no idea of what regulation means when you are in a situation in which several parameters are involved. If you are dealing with a parameter and have to deal with pictures in a five-dimensional space, for example, then it is obvious that this escapes the conceptual possibilities of the ordinary neurophysiologist. In that respect mathematicians could be very useful in this field, working at the laboratory level and trying to understand what the problems are.

D.D. What would you say are the present limitations of the application of catastrophe theory?

R.T. Right now there is a very fundamental limitation, namely that since the theory is essentially qualitative, it does not allow

Catastrophe theory has been

hailed as an 'intellectual

revolution' in mathematics.

Its applications are claimed

to range from the study of

optics to attempts to model

human behaviour. René Thom, the

creator of the theory, talks to

David Dickson about its

development, its philosophical

implications, and the limits

on its use

scientific prediction or quantitative modelling. Of course, in some examples, such as Professor Zeeman's examples of heart-beat or the propagation of nervous impulses, there is some quantitative modelling, but I do not think that quantitative modelling is important in such cases. It does not bring very much that is new into the picture.

D.D. Is this a limitation of this area of topology as such, or is it a limitation of the theory as it stands at the present time?

R.T. You cannot hope to carry out global quantitative modelling unless you have some sort of underlying general rule or general law—like a physical law, for example—acting on the system. But in many very complicated situations like those arising in embryology or physiology there is little hope that such underlying quantitative background exists. I myself have strong doubts about the future of quantitative modelling in many disciplines.

D.D. How do you feel about the way that catastrophe theory has been extended to the field, because although I do not want to be too derogatory about neurophysiologists, the sad truth is that most of them have no idea of what regulation means when you are in a situation in which several parameters are involved. If you are dealing with a parameter and have to deal with pictures in a five-dimensional space, for example, then it is obvious that this escapes the conceptual possibilities of the ordinary neurophysiologist. In that respect mathematicians could be very useful in this field, working at the laboratory level and trying to understand what the problems are.

D.D. But many people seem to hope that this will be achieved.

R.T. Of course. Man always hopes that this can be done. But qualitative prediction of catastrophes is completely useless. I can predict with absolute certainty that any

political regime will, after a certain amount of time, break down; but if I cannot say when, then the prediction is of little value. As long as we do not have the quantitative aspects there is little doubt that the theory by itself does not contribute very much, except in a very broad, philosophical point of view.

D.D. And its extension into the field of social behaviour, such as the example often given of the behaviour of two people on first encounter?

R.T. I think this is one of the basic situations in which a picture based on the ideas of catastrophe theory gives a very nice qualitative understanding, but qualitative modelling is almost completely impossible, and probably not even relevant.

D.D. But catastrophe theory seems to offer people a way of dealing with events that they would like to have predictive characteristics, and they almost begin to read these into it.

R.T. I think this is a situation which is fairly common. Man always hopes to be able to master nature, and as such this prediction leads to some hope, then of course the hopes are reinforced. In many disciplines there are such situations. In medicine, for example, a lot of diseases have no really useful treatment, but in many hooks you will find ways of treating them.

D.D. Would you say such hopes of developing a predictive aspect are misguided, or just premature?

R.T. It is difficult to say. I suppose in some cases they may just be premature. In other cases they may be plain wrong. Nobody can say they have maintained the prediction of earthquakes, but I know that there is a way of predicting earthquakes which has nothing to do with catastrophe theory. Seismologists have a lot of rules by which, with accurate measurements, they can do this.

D.D. Why did you choose the word "catastrophe" because this seems to be where some of the misunderstandings have arisen? It's a very emotional word.

R.T. Yes, it's certainly a dramatic word. It was because I wanted to emphasise the aspect of discontinuity. Of course, I could have said discontinuity, but I wanted to introduce some sort of dynamical interpretation. Some of the situations I had already been used in biology, the word "catastrophe" was not continuous enough, so I decided to use the word catastrophe, which I gather is even more dramatic in English than it is in French. Physicists already use the word, talking of some infrared ultra-violet catastrophes, for example, so my use is not so extreme.

D.D. You also talked of some of the philosophical implications. Do you think that your work links up in any way with, for example, structuralist theory?

R.T. Yes. Certainly I would say in its algebraic aspects the theory corresponds to the fundamentals of the structuralist approach in the social sciences. It helps us to understand structural causality, and puts some dynamic elements into the structure which motivates its appearance and presence, something a standard structuralist cannot do. In that respect it is certainly interesting.

Catastrophe theory, also, in its philosophical aspects, tends to revive the dreams of Leibniz of the "combinatoria" as a way of replacing all kinds of thinking by some sort of computation. The idea is that if we could model each mental process through some type of geometric object, then we could act on these objects in some sort of combinatorial way, and this might lead to some sort of realisation of the Leibnizian dream. But I would still not say that this is the idea that space is the fundamental entity, the geometric continuum—what Descartes would call *l'étendue*.

D.D. Which particular field are you personally now working in?

R.T. I am now most interested in the field of biology, in comparative embryology between vertebrates, invertebrates, insects and so on. Putting some topology into the physical tree, so to speak. My main interest is not so much from the mathematical point of view, but from that of the old biologists, which was to find out whether there was a general and unique pattern for animal organization.

It is an old problem, but it is a basic problem which has still to be considered, despite the fact that it has been out of fashion for some while. I think that this is a very central problem of biology. People have become interested in the behaviour of molecules such as DNA and RNA; I don't deny that these issues are important, but for the basic problems of biology they are really in a lower scale, a sort of irrelevant gadgetry.

For me the basic interest of catastrophe theory is that it is a theory of analogy. It is the first theory since Aristotelian logic which really deals with the problem of analogy. It attempts to classify all types of analogous situations, and in that respect it is a theory which has an interest both from the scientific point of view, and also from the more general philosophical point of view, concerning our understanding of how the brain works. It can really put interdisciplinary studies on a precise formal basis.

What is catastrophe theory?

Catastrophe theory is essentially a mathematical way of dealing with sudden changes—or "discontinuities"—that occur in natural phenomena: the point at which a wave breaks, a cell divides, a beam collapses under stress, and so on.

Traditional mathematical techniques of analysis—in particular those developed from the Newtonian calculus—have been limited in their application to processes that are relatively continuous; where discontinuities occur, these have been isolated and treated separately as "singularities".

Catastrophe theory enables mathematicians to include what occurs at a point of discontinuity as part of a general analysis of the process involved. In particular, Professor René Thom has proved that all discontinuities that occur in nature, providing the processes to which they are due obey certain conditions, fall either into one of seven types—the seven "elementary catastrophes"—or can be represented as the aggregation of more than one of these types.

The seven elementary catastrophes have been named by Professor Thom as: the fold catastrophe (a cusp catastrophe in description); the cusp catastrophe (a swallowtail catastrophe in description); the swallowtail catastrophe (which applies, for example, to the early cell separation of the embryo of amphibia); the butterfly catastrophe; and the hyperbolic umbilic, elliptic umbilic and parabolic umbilic catastrophes.

Part of the explanation for the excitement

and interest that Professor Thom's theorem has generated in the scientific community lies in the wide range of disciplines in which phenomena exist to which catastrophe theory can be applied.

Speaking at the French Institute in London last week, for example, Professor Thom listed some of these as being: singularity theory and qualitative dynamics in mathematics; fast kinetics and oscillatory phenomena in chemistry; wave-breaking and phase transition in physics; embryology, evolutionary theory and neurophysiology in biology; and psychology and linguistics in the social sciences.

Although catastrophe theory does not provide a precise quantitative description of what is taking place when a discontinuity occurs in these phenomena—and is therefore in general incapable of providing any exact prediction of when a catastrophe will occur

BOOKS

Crocodile tears

100

BOOKS

Kids' talk

Language in Childhood
by Hazel Francis
Black, £5.95
ISBN 0 236 31139 5

Language in Childhood presents two studies of the language of children aged from three to seven. The first analyses the speech of the author's son sampled from age two-and-a-half to two-and-three-quarters. His utterances while playing alone, in parallel and jointly with his four-year-old sister were written down together with details of their context and his mother's on-the-spot interpretation of each remark, recorded in the form of what he might have said with a fuller command of the language. The second study explores aspects of the speech, reading and writing of two groups of five to seven-year-olds. A variety of interesting techniques were used to consider the effect of literacy on children's knowledge of the language and their capacity for discriminating and judging linguistic material, as well as simply to record their development.

A contribution to the fund of techniques for studying children's language and to our knowledge of their language skills these investigations are in themselves interesting and useful. However, the author intended them also to throw light on Chomsky's view that linguistic competence (defined as tacit knowledge of the syntactic descriptions of a language in terms of deep structure and transformation rules) underlies language acquisition and cannot be learned but must be somehow internally represented innately. She considers that this view has been supported by empirical studies only in as far as they have been concerned with the form of children's language. When function is taken into account, as in her work, it no longer seems necessary to attribute to children an underlying knowledge of grammatical deep structure and language acquisition can be seen as simply one aspect of a more general development, with the involvement of learning processes appearing less unlikely. The book closes with an interesting discussion of how language might be learned, based largely on Schlegel's model and sensibly emphasizing that different processes may predominate in various aspects of language acquisition.

The author's argument is well taken. However, it is unfortunate that the work, which began some years after its inception since the interval has allowed the essential resolution by others of the issue to which the research is directed. The Chomsky view of competence may seem to leave little room for debate. For instance, Wode and Marshall in 1970 (Lyons's *New Horizons in Linguistics*) identified also "communicative competence", i.e. the ability to produce and understand utterances which are appropriate to their social context as opposed to being simply grammatical. And most recent work in the field acknowledges and incorporates this wider view of what is to be explained in studying language acquisition. Thus much of the theoretical discussion presented here appears unexciting, leaving the empirical data which are presented and the concluding chapter on learning as the book's main contributions.

The book was intended to interest not only psychologists and linguists but also teachers and parents. It would seem difficult in principle for a single book to satisfy such a wide audience and the effect has not been overcome here. Because of the dominating theoretical argument, the technical vocabulary and assumed background knowledge may overwhelm many teachers and parents, in spite of the generally lucid style. At the same time the discursive presentation of results may fail to satisfy linguists and psychologists seeking new data to confirm an argument whose essence they already appreciate. More careful titling of sections enabling readers to select what interested them, could have reduced this problem. Nonetheless, persistent readers will find some of interest whatever their specializations.

Hazel Hayhurst

Not a native tongue

A History of Modern English
Sounds and Morphology
by R. E. E. K. E. K.
translated and edited by Alan Ward
Blackwell, £4.50 and £2.25
ISBN 0 631 14930 9 and 14391 3

In 1962, on Ekwall's eighty-fifth birthday, his friends published a bibliography of his writings. It covered 568 items, many of them substantial in bulk, the whole profound and wide-ranging in scholarship. Like the great English philologists of the nineteenth century he excelled equally in the scope and depth of his contributions to knowledge and in his skill in presenting available information clearly and concisely for beginners. But his scholarly career took place in the twentieth century, and no native English-speaking scholar of the present century leaves a memorial to compare with his. By 1952 he had been publishing for nearly sixty years, but he had still not completed his work: the German text from which the present translation derives was a revision published (just posthumously) in 1965.

Yet the essential conception of the work goes back to the first edition, which appeared in 1914. As a classic it has great strengths. Ekwall was determined not to exceed 150 pages; the work is a masterpiece of compression and selection. Not a word is wasted, and it is hard to think of any similar work of such scope. The amount of information can be gathered (in fact, in its present format the work runs to 123 pages). The translator has preserved (occasionally, improved on) the terse lucidity of the original, and has produced a version with a level of readability rarely in the subject today. He has discreetly corrected slips (there is noticeably more to correct in the morphology than the phonology). He has made a modest attempt to update the phonology by taking into account changes in pronunciation during the last half-century. He skillfully adapts the phonetic notation to widely accepted modern conventions.

There is a temptation to single out issues on which Ekwall's interpretation of the evidence might be queried. But this is hardly fruitful in view of the more general questions raised by the appearance of the volume in 1975. The translator asks: "Can then a translation so late in time be justified?" His actions demonstrate his answer: the stated ground for it is the widening of interest in the history of English beyond the small circle of specialists in the field. But this can hardly be an appropriate readership. The text assumes in the reader qualifications no longer widespread — an awareness of the history of English in its Old and Middle phases as an antecedent to study of the post-medieval period, and an ease with phonetic transcription enabling him

to translate symbols into sounds with no more help than an introductory note (not even a list). More disturbing are the assumptions about the subject — that sounds and morphology are the prime topics of linguistic history, and can be treated in relative isolation; that the standard language is of central interest; and that variations within it can be acknowledged to exist, but can be treated as minor, almost accidental, blemishes on its unity. All transcriptions are in square brackets: though the terminological distinction between phonetic and phonological could hardly have been made in 1914, some were already aware that in both synchronic and diachronic studies a distinction of this sort was called for. A preference for the evidence of orthoepists leads to a tendency to put some changes later than most scholars would now consider correct.

The book, as its translator claims, is a classic and should be read. Probably no one now alive, with knowledge of advances in the last half-century, could write what might be considered its grandson. Where it differs from the translator is in the conception of the audience to be reached. A text which so many matters is out of touch with present-day conceptions of what a linguistic history should deal with, and on what principles, is not for the non-specialist.

Barbara Strang

How you say it

The Pronunciation of French
by P. A. D. McCarthy
Oxford University Press, £2.50
ISBN 0 19 437402 5
The Pronunciation of German
by P. A. D. McCarthy
Oxford University Press, £2.50
ISBN 0 19 437401 7
with accompanying tape recording
ISBN 0 19 450590 1

Books which describe the pronunciation of a language generally fall into one of two categories: either they provide a more or less exhaustive and detailed account of the phonetic features of the language, or they are practical manuals which concentrate on basic essentials and have as their aim an improved pronunciation on the part of learners of the language.

The two parallel books *The Pronunciation of French* and *The Pronunciation of German* are explicitly of the latter sort. They are therefore directed primarily at teachers who already have a fairly good pronunciation in French or German, and who seek to improve their methods of teaching it. They are also aimed, as textbooks, at students in higher education or the later stages of secondary education.

What is looked for in books of this kind, by both teachers and students alike, is first a general framework applicable to the description of the pronunciation of any language; then a statement of the facts regarding the way in which their particular language is pronounced, including, perhaps, some information on the way pronunciation varies according to region or stylistic register; and also indications of the principal difficulties English speakers might expect to encounter, with suggestions on how to overcome them.

All these things are to be found in McCarthy's two books. The general framework is provided in an appendix, the same in both books, which gives a concise but fairly comprehensive account of the basic principles of articulatory phonetics, and an explanation of the technical terms used here and there. Diagrams are used here, rather sparingly, and are expected of them, except for the organs of speech, is rather confusingly labelled only with letters to which no key is provided.

The description of the principal features of French and German pronunciation is clear and easily assimilated. The plan is the same in both cases: chapters on prominence or emphasis, connected speech, and intonation are followed by treatment first of the vowels and then of the consonants. The descriptions are clear, and the technical terms have been provided with cross-references to the relevant sections of the appendix. The practical teaching hints for each sound are

sensible. What is missing, though, is a sufficient number of diagrams, only eight in each book for all the vowels and consonants together. (Armstrong, for instance, has over fifty in the comparable chapters of her *Phonetics of French*.) There should also be example passages in phonetic transcription: this would have been a great help in the treatment of prominence and emphasis and of connected speech.

A final chapter reviews the relation between sound and spelling, and each book is accompanied by a cassette tape recording of the intonation patterns and of all the vowels and consonants.

A general descriptive framework, a statement of the facts, and practical teaching hints are only part of what introductory pronunciation manuals ought to contain. They should also provide large amounts of carefully graded exercise material. This, unfortunately, the two books fail to do, and the only part of what introductory pronunciation manuals ought to contain. They should also provide large amounts of carefully graded exercise material. This, unfortunately, the two books fail to do, and the only part of what introductory pronunciation manuals ought to contain. They should also provide large amounts of carefully graded exercise material. This, unfortunately, the two books fail to do, and the only part of what introductory pronunciation manuals ought to contain.

The *Road to 1984* is a source study, tracing the various strands in Orwell's thought which culminate in his final work. Professor Steinhoff assumes rather than proves that 1984 is a masterpiece, and that its editor's introduction gives lengthy summaries of the reviews reprinted.

Like other recent critics, he shows that the bleak pessimism of late Orwell had been growing for many years, and was not the illness-induced aberration of the author's friends have handed to students. Steinhoff shows the development of Orwell's mind by means of voluminous quotations from his journalism. One of the themes that he follows is Orwell's belief that a communist society would be the British intellectual world of his day. Steinhoff adds some scholarly qualifications, but neither this nor any other of Orwell's convictions is subjected to a really searching analysis.

Yet Orwell was himself an intellectual, whose writings contain their fair share of short-sightedness, prejudices and even absurdity. One turns to Jeffrey Meyers's volume to see what his fellow-intellectuals said about him. As we would expect about the Critical Heritage series, many important articles and views are reprinted, but their selection often seems arbitrary, and the editor's attitude, unhelpful. The opportunity of producing new evidence about Orwell's mind in a "situation" (to quote one of the aims of the series) has largely been missed.

The most surprising feature of Professor Meyers's collection is that nearly half of it consists of posthumous items. He has given an unprecedented amount of space to recent critics, at the expense of those who read Orwell's books when they first came out. Moreover, these critics appear solely in their capacity as book reviewers. One can see about Orwell's 1968 lecture piece is here, but not his influential earlier essay in *Writers and Politics*. Irving Howe is represented by a review in *Harper's*, not by an excerpt from *Politics and the Novel*. The editor has, somewhat inconspicuously, included one of his own reviews while not reprinting such seminal critics as Lionel Trilling, Isaac Deutscher and Raymond Williams. The penalty of following Orwell's verdict up to the end of the 1960s was that such a selection could not possibly claim to be representative.

The history of posthumous publication and republication of Orwell's work is certainly important, however. George Orwell, the year of the *Collected Essays, Journalism and Letters*, was a genuine turning-point. For the first time, Orwell's writing could be viewed as a whole. Orwell's work, like that of any writer, is a whole. The year of the *Collected Essays, Journalism and Letters*, was a genuine turning-point. For the first time, Orwell's writing could be viewed as a whole. Orwell's work, like that of any writer, is a whole. The year of the *Collected Essays, Journalism and Letters*, was a genuine turning-point. For the first time, Orwell's writing could be viewed as a whole. Orwell's work, like that of any writer, is a whole.

It is more or less at this point that the study stops, somewhat abruptly, with the conclusion that those who sought, later in the twentieth century, to create international languages tended to turn to non-philosophical or postmodernist models. Instead of using a priori approaches, "leaving philosophers to a limited field of the dream of Leibniz and Condillac for a language in which reasoning should become synonymous with calculation." In view of this statement one is rather left hoping for a sequel.

This is basically the study of an ambitiously conceived intellectual enterprise which failed, and the history of an intellectual failure rarely makes exciting reading. It is, however, a very real contribution to our knowledge of a relatively neglected topic and one which no student of the eighteenth century at least should neglect. The book itself is a fine example of modern book production, both in its typography and its binding. In view of this technical excellence it is a great pity that the title of chapter six should read "Psalms in the 1790s" when it patently means "in the 1790s".

Frank Healey

BOOKS

Towards the Orwell millenium

The Road to 1984
by William Steinhoff
Weidenfeld & Nicolson, £5.00
ISBN 0 297 76981 2

George Orwell: The Critical Heritage
edited by Jeffrey Meyers
Routledge & Kegan Paul, £8.95
ISBN 0 7100 8255 X

The George Orwell boom continues. His reputation has risen steadily in the quarter-century since his death, and *Animal Farm* and *1984* have each sold over eleven million copies. The title of William Steinhoff's book suggests that there is a chitastic side to this: what will the year's work in Orwell studies look like, one wonders, in 1985 or 1986? But though his popularity may be due for an eventual fall, he will always be remembered as a trenchant prose stylist and an historical witness of deep interest. Nothing would be more valuable at present than a book which succeeded in putting the Orwellian record straight. These two books fail to do this, and they fail because their authors, who are both Americans, have not measured up to the magnitude of the task. They present a good deal of useful historical material without giving it any thoroughgoing evaluation.

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Like other recent critics, he shows that the bleak pessimism of late Orwell had been growing for many years, and was not the illness-induced aberration of the author's friends have handed to students. Steinhoff shows the development of Orwell's mind by means of voluminous quotations from his journalism. One of the themes that he follows is Orwell's belief that a communist society would be the British intellectual world of his day. Steinhoff adds some scholarly qualifications, but neither this nor any other of Orwell's convictions is subjected to a really searching analysis.

Yet Orwell was himself an intellectual, whose writings contain their fair share of short-sightedness, prejudices and even absurdity. One turns to Jeffrey Meyers's volume to see what his fellow-intellectuals said about him. As we would expect about the Critical Heritage series, many important articles and views are reprinted, but their selection often seems arbitrary, and the editor's attitude, unhelpful. The opportunity of producing new evidence about Orwell's mind in a "situation" (to quote one of the aims of the series) has largely been missed.

The most surprising feature of Professor Meyers's collection is that nearly half of it consists of posthumous items. He has given an unprecedented amount of space to recent critics, at the expense of those who read Orwell's books when they first came out. Moreover, these critics appear solely in their capacity as book reviewers. One can see about Orwell's 1968 lecture piece is here, but not his influential earlier essay in *Writers and Politics*. Irving Howe is represented by a review in *Harper's*, not by an excerpt from *Politics and the Novel*. The editor has, somewhat inconspicuously, included one of his own reviews while not reprinting such seminal critics as Lionel Trilling, Isaac Deutscher and Raymond Williams. The penalty of following Orwell's verdict up to the end of the 1960s was that such a selection could not possibly claim to be representative.

The history of posthumous publication and republication of Orwell's work is certainly important, however. George Orwell, the year of the *Collected Essays, Journalism and Letters*, was a genuine turning-point. For the first time, Orwell's writing could be viewed as a whole. Orwell's work, like that of any writer, is a whole. The year of the *Collected Essays, Journalism and Letters*, was a genuine turning-point. For the first time, Orwell's writing could be viewed as a whole. Orwell's work, like that of any writer, is a whole. The year of the *Collected Essays, Journalism and Letters*, was a genuine turning-point. For the first time, Orwell's writing could be viewed as a whole. Orwell's work, like that of any writer, is a whole.



George Orwell

set out to do was to read every book that Orwell reviewed and to make that use he could of this unexploited evidence.

His book contains handy summaries of the works of writers such as James Burnham, Zamyatin and Arthur Koestler — though little, it must be said, which will come as a surprise to the careful reader of Orwell himself. His final chapters portray 1984 as a book which changed the world, rather than as a work of literary art. The author deals with some criticisms of the novel, including those advanced by one whom he inexplicably names "Sir Isaac Deutscher". But he does not mention, perhaps, that Orwell's nightmare raises.

Orwell's popularity was a product of the Cold War. *Animal Farm*, which had difficulty in finding a publisher in 1944, was an enormous success when it appeared in late 1945. 1984, the second of his anti-communist satires, came out after the Czech coup d'état and the Berlin crisis had confirmed the nature of Stalin's grip on Eastern Europe. The book's reputation in America was made by reviews by Mark Schorer and Lionel Trilling. Jeffrey Meyers does not reprint these, but it seems from his selection that most reviewers — with the significant exception of Diana Trilling and Daniel Bell — had some misgivings about the artistic quality and sociological plausibility of the novel. The British critics especially seem to have been more impressed by its defects than the American Cold War liberals. The crudity of the torture scenes (a fault which Orwell admitted) and the unconvincingness of O'Brien and the difficulty of keeping a whole population under electronic surveillance were all pointed out.

It may be argued that the bulk in instability of actual totalitarian states has led to mass persecutions and genocides; but terror in 1984 is not random or irrational, and is closely tailored to the individual victim. The persecutors of Winston Smith are seen to acknowledge his individuality abundantly by their very methods of blotting it out. At the same time, there are parallels between the victimization of Winston Smith and that of earlier Orwellian heroes such as Comstock in *Keep the Aspidochelone Flying* and Flory in *Burmese Days*.

Various critical interpretations have been based on these parallels. For example, suggested in 1956 that Orwell's imagination was shaped by the persecutions of his prop school, and more recently Alan Sandison has seen it as that of a Protestant conscience haunted by the vestiges of the Roman Catholic faith. Neither interpretation is adequate as it stands, but they do suggest the private and solipsistic strain in Orwell's vision, even when it was at its most universal.

To say this is not, of course, to "dismiss" 1984 or to deny its political relevance. It is a question of how much relevance the book now has. Steinhoff's conclusion is that Orwell marks the "close of an era that has lasted since the end of the eighteenth century" — since he showed that the ideal of the hedonistic utopia had been shattered. This sweeping claim rests on a view of the world which is nowhere spelt out, though its main tenet is surely simple. To argue that Orwell "changed the world" with such finality is to argue that the world (or is it just Middle America?) has not changed since 1950.

Jeffrey Meyers belongs to a younger generation of American scholars. His *Critical Heritage* volume will be widely read and consulted, but as an historical record it must be treated with caution. The editor's introduction gives lengthy summaries of the reviews reprinted, but says disappointingly little about the nature or extent of the material that has been excluded. And though Meyers is a noticeably opinionated critic, he says nothing which helps to define his principles of selection, and little about his general point of view. One would guess, however, that he finds Orwell's long association with the British left a slightly tiresome subject.

He calls Kingsley Martin "Stalinoid". Harold Laski "boring", and introduces the Left Book Club with a feeble joke about railway lost property. The more recent left is represented by Raymond Williams's book in the Modern Masters series, which he treats as a Marxist attack on Orwell as a reactionary and a revisionist. He comes down particularly hard on the wartime habit of calling Orwell a Trotskyite; but thinly disguised versions of Trotsky appear in each of Orwell's last two books, and why in any case should a writer expect to preach revolution for years without being given a revolutionary label? (Does Meyers know that H. G. Wells called Orwell an "English Trotskyist writer with enormous feet"?)

Among the items which go unmentioned are Harry Pollitt's review of *The Road to Wigan Pier* and V. S. Pritchett's *New Statesman* review of *Homage to Catalonia*. Nor do we have any of the English Masters series, who (it is alleged by Steinhoff and others) pretended that *Animal Farm* was a satire on Nazi Germany, or the six New York newspapers which failed to mention the Soviet Union in their reviews. It is this legacy, of course, which no one knows, but a *Critical Heritage* volume is where one might have hoped to find out.

Meyers is the author of a *Reader's Guide to Orwell*, and of two bibliographical articles described by himself as listing "virtually every important article and book that has been written about (Orwell) in English and foreign languages". Where, then, must we go for a properly adequate picture of Orwell in relation to his own times?

Patrick Parrinder

Critical companion pieces

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It would be true to observe of any series on English literature, from the august Arden Shakespeare to the most pedantic of O Level cribs, that the merits or defects of any single volume are dependent upon the quality of the individual editor or critic. This is certainly true of these four volumes. A question arises, however, as to the wisdom behind yet another series in which a single volume is given over to an examination of a single work of literature. The obvious answer might lie in the fact that there is a ready student market, able and willing to spend a pound on, say, a volume on *Tom Jones*, and unable and unwilling to spend (nowadays) six pounds on a volume on Fielding or *Clarissa*. This is certainly true of these four volumes. A question arises, however, as to the wisdom behind yet another series in which a single volume is given over to an examination of a single work of literature. The obvious answer might lie in the fact that there is a ready student market, able and willing to spend a pound on, say, a volume on *Tom Jones*, and unable and unwilling to spend (nowadays) six pounds on a volume on Fielding or *Clarissa*. This is certainly true of these four volumes.

There have been in the past several admirable single studies — slim paperback volumes, in for instance, Blackwell's series *Notes on English Literature* or Arnold's *Studies in English Literature*. Their steady influence has probably been felt in a succession of undergraduate essays and A level papers. The University of Sussex Press has now issued its own series entitled *Text and Context*, books justified by the publishers' statement that "teachers and more students are asking why they should be expected to read the established classics of literature". Mountainaineers, one is tempted to respond, are often asked why they climb mountains. Notwithstanding, *Text and Context* is further justified, perhaps more fortunately, in the assertion "for a masterpiece to come alive for a reader it must be seen to throw light on matters of still lively interest", and those matters are asking why they should be expected to read the established classics of literature". 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Applications are invited from graduates with a degree in Accounting or a similar qualification for the post of Lecturer in Accounting in the Department of Management Studies. The successful candidate will be responsible for the teaching and supervision of students in the Department of Management Studies. The post is full-time and involves a salary of \$12,000 per annum. Applications should be sent to the Director of the Department of Management Studies, Loughborough University of Technology, Loughborough. Closing date 15 January 1976.

THE UNIVERSITY COLLEGE OF WALES

ABERYSTWYTH
The College Council invites applications for the following professional appointments, tenable from October 1976:
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2. RENDEL CHAIR OF ENGLISH
3. CHAIR OF HISTORY
Further particulars obtainable from the Registrar, to whom applications (12 copies), with the names and addresses of three referees should be sent by Monday, 6 January, 1976.

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